Board Approved: Updated:

Cox Academy Safe Schools Plan
2026-27

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Introduction

The purpose of the Education For Change Public Schools and Cox Academy Safe Schools Plan (SSP) is to identify those threats, vulnerabilities and hazards that pose a risk to the health and safety of students, employees and visitors; to District/ School property; as well as to the safe and orderly operation of the District/School. The SSP outlines responses to the id`d educational tool in that it provides emergency response guidance and is the basis for training stakeholders in their roles and responsibilities before, during and after and emergency incident.

The guidelines and procedures for dealing with incidents, contained in the basic plan, functional annexes and incident specific annexes, provide an organized systematic method to prevent, mitigate, respond and recover from various types of incidents. Not every imaginable degree of risk can be covered in the plan, however the plan provides the basics which when coupled with the professional judgment of staff provides a basis for knowledgeable decision making in a wide variety of incidents. Employees and students should receive annual training in the plan relative to their respective obligations and responsibilities for plan implementation.

Developing, maintaining and exercising the SSP is another way the District/School is meeting its moral, ethical and legal obligations to the school community. Districts and schools without established incident management plans have been held legally liable for damages resulting from the lack of a plan and/or training. While no plans or policies can totally eliminate the potential for legal liabilities, establishing procedures and guidelines on the best professional practices provides a margin of protection against legal liability.

This plan has been developed to further the primary goals of protecting the health and welfare of students, staff and visitors, protecting District/School property against damage and continuing the mission of educating our children.

Scope of the Plan

The District and School SSP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local and Federal

government mandates; common and specialized procedures; and prevention/mitigation, preparation response and recovery associated with specific identified risks.

Definitions

Definitions of terms may vary owing to the context within which the term is used. In some emergency management publications certain terms may have more than one meaning or use. For the purposes of the EOP the following definitions will apply.

Threat:
A natural or human caused event, which could have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Tornadoes; hurricanes; earthquakes; fires; transportation accidents; and, hazardous materials releases.

Hazard:
A naturally occurring or human caused condition that may be static or evolving which has the potential to have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Broken sidewalks; overloaded electrical systems; a sinkhole; a beachside cliff; an untrained equipment operator.

Vulnerability:
Refers to weaknesses in, or lack of, systems, infrastructure, training, response capability or any other protective system or condition subject to exploitation by threats or hazards that might result in harm. Examples would include: Geographic location; flaws in information technology protection systems; inability to secure a premises; lack of training in the emergency operations plan; weakened infrastructure systems.

Risk:
Is a combination of the probability that an event or incident will occur; the possibility that it will impact assets (human, capital, material); and, the consequence of that impact. For example: California (geographical vulnerability) has a high probability of earthquakes (threat) which could be strong (impacting assets) resulting in injury, death and property damage (consequence).

Incident:

An incident is an occurrence (natural, technological, or human-caused) that requires a response to protect life or property. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Response Plan.

Board of Directors Policy Statement

It is the responsibility of District and School officials to use their best efforts to protect students and staff during an emergency situation. The plan takes an all-hazard approach based upon the four phases of emergency management: prevention – mitigation;

preparedness; response; and recovery. In compliance with Homeland Security Presidential Directive 5, District and School utilizes the National Incident Management System (NIMS) and the Incident Command System (ICS) when responding to and managing emergencies.

There is no guarantee, either explicit or implied, that District and/or School will provide a sufficient response system. As personnel and resources may be overwhelmed, District and School can only endeavor to make every reasonable effort to respond to the situation.

Site maps showing evacuation routes, assembly areas, command post location (primary and alternate), emergency supplies storage, utility "shut offs," access gates for fire apparatus, mass casualty triage area constitute **Appendix A.**

Situation Overview / Hazard Analysis Summary

District Overview

Education For Change Public Schools (District) is a Charter Management Organization (CMO) that evolved through a strategic partnership between the State Administrator of the Oakland Unified School District and the Education Reform community. The District was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibilities and agilities of charter law to existing district public schools. As of the writing of this EOP, the District oversees six (6) charter schools in the Oakland / Bay Area, including Cox Academy (School).

Special Needs Population

The District and School are committed to serving the needs of our students and staff with functional and access needs. The School's current population of students and staff with special needs is 54 students with IEPs (Individual Educational Plan) and 0 staff. This number could increase should students or staff members suffer a temporary disabling condition.

This population includes students and staff with:

- Limited English proficiency Students: 196 Staff: 2
- Visual disabilities (1)
- Cognitive or emotional disabilities (12)
    - Autism (8)
    - ID (4)
    - ED (0)
- Hearing disabilities (2)
- Speech disabilities (36)
- Mobility/physical disabilities (permanent or temporary) (0)
- Medically fragile health (including asthma and severe allergies)
    - Epipens--9 students

- Asthma 41 students
- Peanut allergies- 8 students
- General allergies- 27 students
- Bee Sting Allergies-3 student
- Other health conditions: 17
- Cancer: 0
- Diabetes: 0

Building Information

The School is located on a 4.6 acre lot and includes two schools with a total building footprint of 67,654 sq ft.

- 55 rooms
- 29 rooms used as classroom
- 1 Student Support Center
- 2 multi-purpose rooms (cafeterias)
- 23 admin/office/conference rooms

Site maps showing evacuation routes, assembly areas, command post location (primary and alternate), emergency supplies storage, utility "shut offs," access gates for fire apparatus, mass casualty triage area constitute **Appendix A.**

Threat, Vulnerability and Hazard Summary

The District and School are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and/or damaging or destroying personal and school property.

District and School staff members and members of the school community engage in a structured process to identify and prioritize the risk posed by those threats, vulnerabilities and hazards which are likely to impact the District and/or School.
This process includes an assessment of the building's (interior and exterior) and grounds of the site to identify hazardous conditions. The following table identifies threats, vulnerabilities and hazards that may affect the District and/or School.

Identified Threats, Vulnerabilities and Hazards

Earthquake	An earthquake is the most likely disaster to occur in the greater Bay Area. Alameda County and the City of Oakland are at high risk for significant earthquake related damage.
Incident of Targeted Mass Violence	In today's world, no organization amassing tens if not hundreds of employees and pupils in a single or multiple locations can ignore the possibility of an attack mounted against the organization or members thereof.

Fire	Annually, more than 5,000 fires occur in schools across the United States with the majority occurring during the school day. Proper prevention and mitigation measures combined with effective response protocols has resulted in not a single death in a school fire since 1958. Maintaining these efforts is imperative to school safety.
Intruder	An intruder is any person who comes upon the school grounds with the intent to or after entry engages in any conduct that threatens the health and safety of any person/s or disrupts the safe and orderly operation of the school. This includes persons who enter school grounds during non school hours and misuse, vandalize or steal school property. At the very least, intruders cause an emotional disruption to the good order of the school.
Opioid Overdose	Opioid addiction and overdoses have increased sharply across the country over the past two decades in what many organizations describe as a national crisis. Recent opioid overdoses among students have placed a spotlight on the role of schools in administering opioid antagonists on their campuses.
Hazardous Materials Incident	Hazardous materials incidents may range from accidental spillage of cleaning solutions and lab chemicals to incidents involving hazardous material pipelines and transportation accidents.
Terrorism	Once thought a foreign problem, terrorism is now a domestic threat. It is not out of the question for a terrorist (individual or organization) to make a political or religious statement by attacking a defenseless school. More likely would be an attack on a public venue hosting school children or an attack in the school's neighborhood in which the school suffers collateral damage. This is where the District/School uses the Risk Index, Threat and Vulnerability Assessment identification rating forms and the site assessment to identify threats, vulnerabilities and hazards and rank the risk. From this list the table is completed.

Prevention, Mitigation and Preparedness Overview

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. District/School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff and prevent loss or damage to property.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. District/School fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows the District and School to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

- The District/School community will continue to be exposed and subject to hazards and incidents described in the Threat, Vulnerability and Hazard Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In some cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, many emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the district/school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- Proper prevention, mitigation and preparedness actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the District and School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

- A spirit of volunteerism among students and families will result in their providing assistance and support to incident management efforts.
- District/School recognizes that during an incident or disaster the District/School will maintain responsibility for its employees and pupils regardless of the agency that has assumed command of the situation.
- Per Government Code § 3100 – 3109: All government employees are disaster workers and subject to "such disaster service activities as may be assigned to them by their superiors or by law."
- The District/School recognizes that some employees are responsible for the care and safety of infirm or disabled family members who, in an emergency, will be unable to provide for their own welfare and/or safety. The District/School may identify these employees and, after considering the totality of the circumstances, release them for a period of time from their statutory duties as a disaster worker.

Limitations

It is the policy of District and School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the District and/or School can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

Concept of Operations

This Plan is based upon the concept that the incident management functions that must be performed by the School generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, mitigate, protect against, respond to and recover from and the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive

Federal grant funds. As part of its NIMS implementation, District and School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

District and School recognizes that District/School employees will be first responders during an incident. Adopting NIMS enables staff to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

District and School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the National Incident Management System (NIMS)
- Identify key district/school personnel who will complete IS-700.a
- Adopt the use of the Incident Command System (ICS).
- All staff who assume roles described in this system will receive ICS-100 training. ICS-100 SCa Introduction to ICS for Schools.
- District/School key personnel should also, as time permits, complete IS 200.b ICS For Single Resources and Initial Action Incidents and IS 800.b National Response Framework An Introduction.
- The above courses are web based free of charge from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. https://training.fema.gov/is/nims.aspx
- Participate in local government's NIMS preparedness program and align the District and School Plan with the EOP's of the local government agencies serving the District/School.
- Train and exercise the Plan on a regular and consistent basis.
- All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The District/School is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS system can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at the District and/or School level will be delegated the authority to direct all incident activities within the District's/School's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. In cases of transfer of incident command or joint command the District/School retains the primary responsibility for the custody and care of students and the direction of staff.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as incident specific plans. The principal or designee will assign an Incident Commander based who is most qualified to direct the response. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of individual responsibilities.

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles must be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

District and/or School staff may be required to remain at school to assist in an incident. (Government Code § 3100 – 3109) In the event that the District/School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise, ~~and~~ training and the needs of the incident.

District Administrator/Principal/Building Administrator

The District superintendent or the principal may serve as the Incident Commander or can delegate that authority to a qualified individual. At all times, the superintendent or the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, other individuals within the District's/School's jurisdiction and to ensure the preservation of district property and resources.
- Determine whether to implement incident response functions (Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for relocation of students, staff, and other individuals when safety is threatened by an incident.
- Work with emergency services personnel, including utility companies and public transportation agencies. Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, evacuation, rescue procedures, etc.
- Keep the superintendent and/or principal and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff on the Emergency Operations Team will be trained and certified in First Aid and CPR.

Instructional Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the relocation of students, staff, and other individuals when their safety is threatened by an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

District / Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the District/School Incident Commander or ICS.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Other duties as assigned by the superintendent/principal/Incident Commander.

Food Service/Cafeteria Workers (Or appointed key staff)

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Other Staff (Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Substitute teachers will remain with their class unless relieved of that duty by the Incident Commander or designee.
- Reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures, as age appropriate.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

The District and School recognizes that parents and guardians are a crucial part of our school community and are a major influence on their child's academic and social success. The District and School wants parents and guardians to be involved in and informed of our efforts to ensure their child's safety and welfare while at school or school functions. Parents and guardians are welcome to participate in School's emergency planning by becoming a participating member in the school safety or site committee.

Responsibilities include:

- Ensure current telephone numbers and home addresses are on file at the School by updating immediately when changes are made.
- When notified of an emergency at the School - adhering to instructions including not to come to the school until requested.
- Encourage and support School safety, violence prevention, and incident preparedness programs within the School.
- Participate in volunteer service projects for promoting School incident preparedness.
- Provide the School with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce School training and ensure family safety.

- Understanding their roles during a School emergency.

Direction, Control, and Coordination

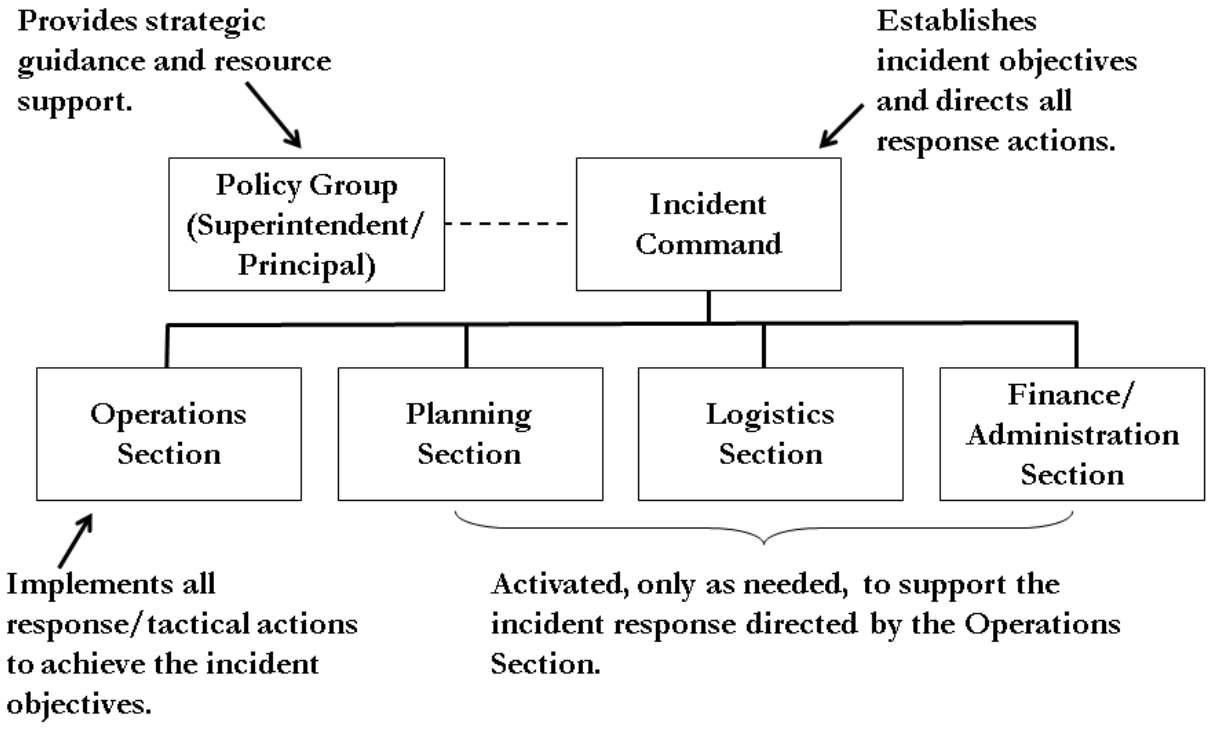
District/School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the District and/or School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

The ICS is organized into the following functional areas (see Figure 1):
(For a complete guide to the duties of each ICS position refer to FEMA ICS Resource Center http://training.fema.gov/emiweb/is/icsresource/index.htm)

Figure 1. Incident Management Team



Incident Command:

Directs the incident management activities using strategic guidance provided by the Policy Group.
School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

EFC Emergency Operations Manual (EOM)

Education For Change (District) maintains a district Emergency Operations Manual (EOM, see **Appendix E**) to address hazards and incidents. The School Safe Schools Plan has been developed to fit into the larger district EOM in the case of a large-scale incident. The EOM directs all tactical operations of an incident including: implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Implement the incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Activate the Parent Student Reunification Plan.
- Document all activities.

In case of a major disaster, the City of Oakland would trigger the emergency sirens and the emergency radio networks that would be used is 740am. 810 am, and 680 am. The EFC

home office also has 2 Satellite cell phones in case of a disaster to allow for communication between two key staff members at Home Office even if cell towers are destroyed.

As needed, the types of Strike Teams described in the following section may be established within the Operations Section of Incident Command.

Use of Campus as Mass-Welfare Shelter

Pursuant to Education Code section 32282(a)(B)(II), school CMOs and county offices of education are required to cooperate with public agencies in the use of school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Should the Red Cross or any other public agency request to enter a memorandum of understanding with the School, the School shall cooperate in good faith with that agency in negotiating an agreement as necessary to meet the needs of the community.

Planning, Logistics, & Finance Sections

Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies

and equipment.
- Document all activities.

Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the District management offices may assume responsibility for these functions.

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The school principal and Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the District and School EOP is a set of interagency agreements with various county agencies to aid in timely communication and delivery of services. These agreements help coordinate services between the agencies, District and School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also

make school personnel available beyond the school setting in an incident or traumatic event that is taking place in the community.

If a School incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The School Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

The District/School maintains responsibility for the control, safety and welfare of its students and staff.

Source and Use of Resources

District and School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: **EFC**
- Cots and bedding supplies will be provided by: **EFC**
- Food/water supplies will be provided by: **EFC**
- Security will be provided by: **school site**
- Counseling services will be provided by: **EFC**

Communications

Communication is a critical part of incident management. This section outlines the District and School communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Internal Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone Tree/Robocall: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Internal Communication with the School Network Office

The Incident Commander will use the School Emergency Radio Network to notify the principal of School status and needs. The principal will notify the District office. The District office will notify the chartering agency/ authorizer and/or the County Office of Education of the status of all district schools. He/she will designate staff members to monitor all communications.

External Communications with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The Network and School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from District/School about the incident, what is being done about it, and the safety of the children and staff.

External Communication With Parents

Before an incident occurs, the District and School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at a Family Leadership Council Meeting in the fall each year.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the District and School will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.

- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, District and School administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.

External Communication With The Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer (Principal).
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All District/School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in **Appendix B**.

Media contacts at the major television, internet, and radio stations are maintained by the principal. In the case of an incident, these media contacts will broadcast District and/or School's external communications plans, including the information hotline for parents and guardians.

Handling Rumors

In addressing rumors the most effective strategy is to provide facts as soon as possible. To combat rumors, the District and/or School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, and cafeteria workers,. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, the District and School will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of School's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: estimate when the educational program can be fully operational; and identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Oakland Unified School District, the county office of education and any other public agency or entity have a legitimate need to know of recovery status.

The District will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Communication Tools

Some common internal and external communication tools that the District and School may use include the following:

- Standard Telephone: The District and School may designate a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- Cellular Telephones: These phones may be the only tool working when electric service is out. They are useful to faculty/staff en route to or from a site.
- Intercom Systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and Megaphones: A battery-powered bullhorn should be part of the School's emergency to-go kit to address students and staff who are assembling outside the School. Procedures governing storage and use will help ensure readiness for use.
- Two-Way Radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the School and to other sites and District. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as School evacuation, closure, or relocation on the homepage of the school and district website.
- Fax Machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- Alarm Systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

Administration, Finance, & Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District and/or School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing.

Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

When normal operations are disrupted during an incident, the District Board or Policy Group must approve all donations that are intended to support the District and/or School during the emergency. Noncommercial food items may or may not be accepted by the District and/or School.

Administrative Controls

District/School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this Plan.

Plan Development, Maintenance, & Distribution

Education for Change (Operations Team) is responsible for the overall maintenance and revision of the District/ School EOP. The Site Administrators are responsible for coordinating, training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The District/School Board of Directors and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency manager approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The District/School Board of Directors, together with the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review & Validate the Plan
- Present The Plan (For Comment or Suggestion)
- Obtain Plan Approval (District/School Board of Directors)
- Distribute The Plan

Record of Changes

Each update or change to the Plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the District/School Emergency Ops Planning Team.

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The

record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and acceptance of the Plan. The District and School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the District/School Board of Directors.

Plan Review and Updates

The basic Plan and its annexes will be reviewed annually by the District and School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by the school administration. Annual review will be completed and signed off by the reviewing committee members prior to the first day of August.

The District/School EOP will be updated as needed based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur. (Updating may be done at any time without waiting for annual review.)

Training and Exercising the Plan

The District and School understand the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that District and School personnel and community first responders are aware of their duties and responsibilities under the District/School Plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the District/School EOP for all staff.
- First aid and CPR for all EOP Team members
- EOP Team training to address specific incident response or recovery activities, such as Parent/Student Reunification, Special Needs, and Relocation.
- Key personnel will complete the FEMA courses listed under Concept of Operations on Page 11 of this Plan.

Additional training will include drills and functional exercises. Drills will be conducted at least one (1) time per month. Exercises will occur at least one (1) time per school year.

The details of training are outlined in the Multi-Year Training and Exercise Plan **(see Appendix C).** Drill Procedures, an Emergency Drill Classroom checklist, and Site Level Emergency contact information are outlined in **Appendix D.** Approved parent volunteers and community members will also be incorporated into larger training efforts. Records of the training provided including date(s), type of training, and participant roster will be maintained.

All District and School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. A resource guide for family planning is included as **Appendix D.**

Authorities & References

The following are federal and state mandates, statutes, cases and authorities upon which the District and School EOP is based. These authorities and references provide a legal basis for incident management, operations and activities.

California Constitution Article 1, Sec. 28, Paragraph 7:

The right to public safety extends to public and private . . . campuses where "students and staff have the right to be safe and secure in their persons"

Homeland Security Presidential Directive 5:

Mandating adoption of NIMS by local government agencies (including school districts) as a condition for federal preparedness assistance, grants, etc.

California Education Code:

- § 47610: Exempting charter schools from laws governing school.
- §32280 – 32289: Requirements for comprehensive safety schools plan (charter schools exempt; however, it is a useful guidance tool).
- § 47605(b)(F): The charter school application must contain "The procedures that the school will follow to ensure the health and safety of pupils and staff".
- § 46392(a): Recovery of ADA under declared state of emergency.

California Labor Code:

- § 6400(a): "Every employer shall furnish employment and a place of employment that is safe and healthful for the employee therein".

California Government Code:

- § 3100 – 3101: School district employees are "disaster service workers" who may be assigned to such disaster service activities as deemed necessary by their

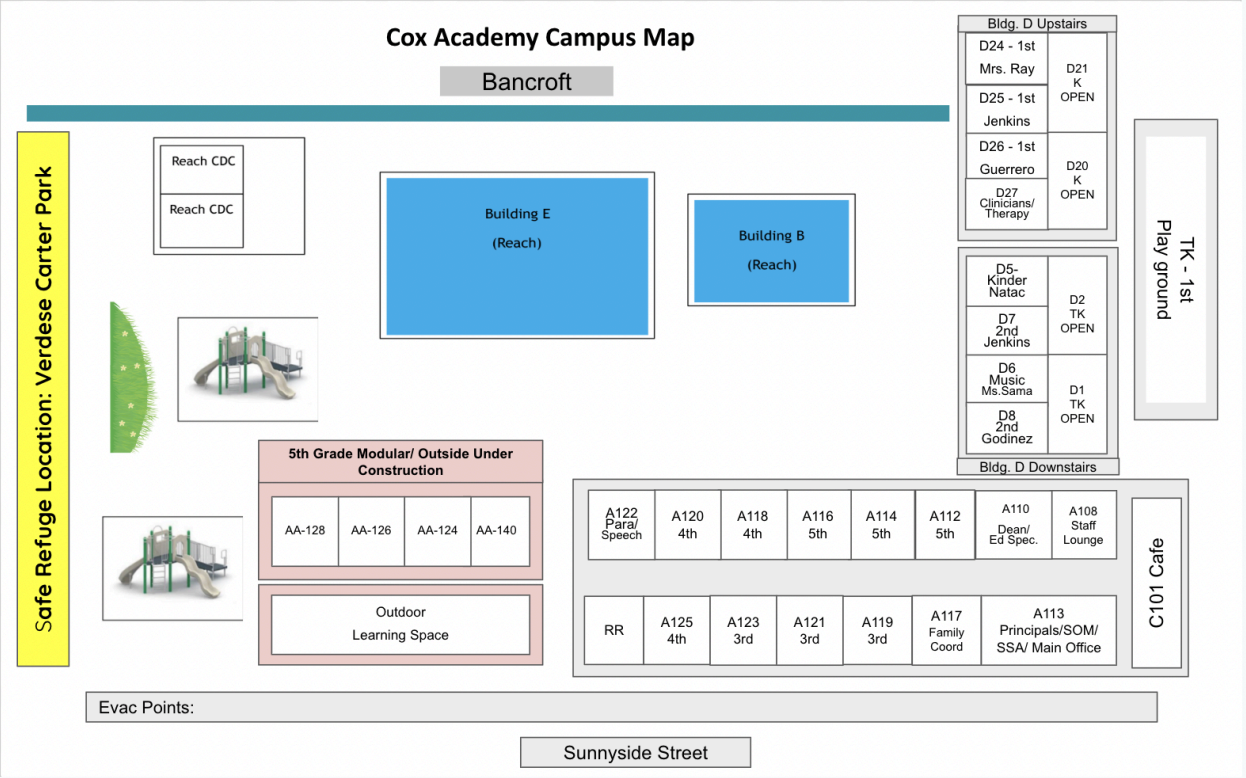
superiors or by law.

Relevant Case Law Decisions:

- Canton v. Harris U.S.Sct. (1989): Liability for failure to train, which deprives plaintiff of a constitutional right.
- Monell v. City of New York U.S. SCt. (1978): Local agencies can be considered persons and held civilly liable and in some cases criminally responsible for injuries or damages arising out of failure to train. (could be applied to “Disaster workers”)
- City of Oklahoma v. Tuttle U.S. SCt. (1985): Failure to train in the practical area at issue in the litigation.
- Jane Doe v. Forest Hills School Dist. USDC WDMI (Mich.) No. 1:13-cv-428: Failure to train deliberate indifference in light of foreseeable consequence.

Appendix

Appendix A (Campus Map)



Appendix B (Media Protocol)

Media Communication Information

Education for Change Public Schools recognizes the responsibility of the news media to provide accurate and timely information to the community concerning issues and events that occur in our schools. While we are committed to cooperating with the news media request for access to our schools and students, we are also obligated to protect the privacy of students and employees.
To help facilitate media requests, all media inquiries must be directed through the Superintendent who will act as the official liaison and primary contact for media and spokesperson for the School System. This includes requests for interviews with Home Office staff, administrators, teachers or students; or for information on District/school policies and procedures. The Home Office will work closely with principals in regards to media requests relating to prospective schools. If a principal declines an interview, or if a story is a district issue rather than a school one, the Superintendent will speak on the school/system's behalf or provide a spokesperson.

Media Contact:
Larissa Adam, Superintendent

Tel: (510) 568-7936
Email: ladam@efcps.net

Media Access to Schools

In order to protect the privacy of the students and staff, media representatives (journalists, photographers, videographers) are not permitted on school grounds to interview, photograph or videotape without prior approval. To facilitate media relations efforts, the media are requested to contact the Superintendent in advance of any school visit (unless requested by the school).

At their discretion, the Superintendent in cooperation with the school/district administrators may grant media access and arrange interviews with staff and/or students. Interviews will not be conducted during school hours or on school property without the approval and presence of a school/district administrator or designee.

Before any minor is photographed, videotaped or interviewed by the media, a media consent form must be signed by his/her legal guardian. This form is included in the registration packet.

Request for Information

Education for Change Public Schools ensures the protection of student/employee privacy and will:

- Not release any information that may reveal a student's identity;
- Respect the privacy of its teachers and employees and will not release any personal or personnel-related information unless required by law;
- Not comment on any case that is before the courts; and
- Refer all questions related to police investigations to proper authority.

Appendix C (Multi-Year Training and Exercise Plan)

Emergency Drill Schedule
2025-2026

Drill	Date	Time
Fire Drill	Thursday, August 28, 2025	9:15 AM -9:30 AM
Earthquake Drill	Thursday, September 18, 2025	9:15 AM -9:30 AM
Lockdown Drill	Tuesday, October 15, 2025	9:15 AM -9:30 AM
Fire Drill	Wednesday November 19, 2025	1:30 PM -1:45 PM
Earthquake Drill	Thursday December 4, 2025	9:15 AM - 9:30 AM
Lockdown Drill	Tuesday January 27, 2026	9:15 AM - 9:30 AM
Fire Drill	Thursday February 19, 2026	9:15 AM - 9:30 AM
Fire Drill	Friday March 20, 2026	1:30 PM - 1:45 PM
Fire Drill	Thursday April 23, 2026	9:15 AM - 9:30 AM
Fire Drill	Thursday May 28, 2026›	1:30 PM - 1:45 PM

Appendix D: (Personal and Family Emergency Plans Resource Guide)

Ready
Prepare. Plan. Stay Informed. ®

Family Emergency Plan

FEMA

Make sure your family has a plan in case of an emergency. Before an emergency happens, sit down together and decide how you will get in contact with each other, where you will go and what you will do in an emergency. Keep a copy of this plan in your emergency supply kit or another safe place where you can access it in the event of a disaster.

Out-of-Town Contact Name: Telephone Number:

Email:

Neighborhood Meeting Place: Telephone Number:

Regional Meeting Place: Telephone Number:

Evacuation Location: Telephone Number:

Fill out the following information for each family member and keep it up to date.

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Write down where your family spends the most time: work, school and other places you frequent. Schools, daycare providers, workplaces and apartment buildings should all have site-specific emergency plans that you and your family need to know about.

Work Location One
Address:
Phone Number:
Evacuation Location:

School Location One
Address:
Phone Number:
Evacuation Location:

Work Location Two
Address:
Phone Number:
Evacuation Location:

School Location Two
Address:
Phone Number:
Evacuation Location:

Work Location Three
Address:
Phone Number:
Evacuation Location:

School Location Three
Address:
Phone Number:
Evacuation Location:

Other place you frequent
Address:
Phone Number:
Evacuation Location:

Other place you frequent
Address:
Phone Number:
Evacuation Location:

Important Information	Name	Telephone Number	Policy Number
Doctor(s):			
Other:			
Pharmacist:			
Medical Insurance:			
Homeowners/Rental Insurance:			
Veterinarian/Kennel (for pets):			

Dial 911 for Emergencies

Ready

Prepare. Plan. Stay Informed.

Family Emergency Plan

FEMA

Make sure your family has a plan in case of an emergency. Fill out these cards and give one to each member of your family to make sure they know who to call and where to meet in case of an emergency.

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

< FOLD HERE >

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

< FOLD HERE >

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

Appendix E - Emergency Operations Manual

education for change

PUBLIC SCHOOLS

EMERGENCY OPERATIONS MANUAL

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Introduction

Natural disasters, such as earthquakes, floods, man-made disasters or terrorist acts, which can result from chemical or biological incidents, falling aircraft, fires, explosions, etc., are potential hazards for which we must be prepared. We must also prepare for a man-made crisis, which can come in the form of weapons on campus or office buildings and bomb threats.

The objective of Education for Change Emergency/Disaster Planning and the Emergency Operations Manual is to provide the maximum practical protection for students and staff in the event of an emergency.

To meet this objective, each classroom will have an Emergency Bucket. Each Emergency Bucket contains the necessary tools to be used in case of an emergency (for a complete inventory list see the last page of this document).

We will train and prepare students and staff on the appropriate and safe procedures to follow in the event of an emergency through staff in-service trainings and student drills. The occurrence of an emergency will require prompt response from all personnel as they perform their specific assignments from this plan. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the emergency plan to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Principal and the local civil authority.

However, in any emergency, the following priorities shall apply:

1. **Protection of life**
2. **Prevention of injury**
3. **Protection of property**
4. **Preparation of the campus for extended stay or evacuation**

Who Declares a Site Emergency?

Site emergencies may be declared by the following:

1. Civil Authorities:

The police, fire officials, or other local, state or federal government agencies may declare an emergency, which would involve the EFC site. Notification of such conditions will activate EFC's Emergency Plan so that an adequate site response can be engaged.

The Superintendent shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Superintendent shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

2. Principal:

The Principal at an **Education for Change (EFC) school** is primarily responsible for declaring a site emergency. In questionable cases they may use the Incident Command Structure (ICS) team to assist in assessing the need to declare an emergency. The list of staff that are a part of the ICS team and their responsibilities in an emergency is located on page 6 of this manual. In the absence of the Principal, the Acting Principal will act on behalf of the Principal. In a situation where neither is available, the most senior administrator on site shall declare the emergency.

3. All EFC Employees:

a. ***Emergency Situations:*** All EFC employees are responsible to sound the appropriate alarm or notification upon discovering an emergency. An emergency includes events such as: fire, earthquake, observation of a person on site with a gun, or hearing gunshots on site. If a fire is observed, an alarm pull device should be activated. In any emergency situation (including fire), use your phone, radio, or any other available means of communication (i.e., e-mail, messenger, etc) to immediately notify administration. Obviously, common sense will indicate that, in some situations you should immediately proceed with either a Room Evacuation or Lock Down for your own office or the students around you. An emergency situation will usually require calling 911 as well. **Any employee may call 911 in an emergency.** An animal attack may require a Lock Down for a portion of the site and not require a site-wide Lock Down procedure. In such cases, an attempt should be made by the staff on site to clear that particular area and notify administration.

b. ***Non-emergency Situations:*** Non-emergency situations, such as observations and rumors should be reported immediately to administration without sounding an alarm. An example of this type of situation includes a student reporting that s/he saw a student put a knife in her/his pocket. The Principal and/or the ICS will determine whether to declare an emergency or not.

Incident Command Structure

The **Incident Command Structure (ICS)** team is made up of the Principal and other designated supervisors and administrators. The Principal may make use of the team if deemed necessary. That team will assist the Principal in determining the true nature and lethality of a given situation and conducting investigations into threatening rumors.

Responsibilities of the ICS personnel:

Site Principal – EFC Principal is responsible for coordinating between the civil authorities and all site staff. Has top authority within the EFC Emergency Team at the site level. Will confer with and receive direction from the Superintendent at the Home Office level, who has ultimate authority at the organizational level.

First Aid Coordinator – Each site will designate personnel at the site level who is responsible for coordinating and overseeing all health problems and first aid treatment until paramedics' arrival. Coordinates communication between paramedics, site staff, Emergency Authorities, hospitals, etc.

Grounds, Maintenance and Supplies Coordinator – Site Operations Manager is responsible for coordinating with custodial staff to locate (and know how to use) the site's shut-off valves and utility switches (gas, water, electricity, etc), knows layout of site's buildings and grounds, and emergency supplies inventory and locations.

The **Principal** will be responsible overall for ensuring that the site's Safe Schools Plan is updated annually and that key emergency procedures and an evacuation map are posted in each room. All employees will be trained on the emergency procedures.

In the event of an emergency, the following individuals at the organizational-level (EFC) will be in charge and serve as lead to ensure an appropriate response to the emergency. At the site level, the Principal will be in charge first, the 2nd name will serve as designee for the 1st named, etc.

	Home Office Name	**Phone Number**
1st in-charge	**Larissa Adam**	**(510) 326-1677**

2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Communication During an Emergency

Alarms (Notification of Emergency):

The site's intercom system and/or phone call page system will be utilized to notify everyone of room evacuations and lock downs. Site evacuations will be initiated by verbal commands from designated administrator in the field after a room evacuation has occurred.

Emergency Task Alarm (Notification) in the event of phone system failure:
Ensure that every classroom has a clipboard with emergency procedures and a whistle. If you hear a whistle burst, then you should do the same whistle burst so that the next teacher will hear you. Do this only one time.

Room Evacuation	1 – Long Whistle
Campus Evacuation	2 – Short whistle bursts
Lock Down Repeated	3 – Short whistle bursts
Shelter in Place	4 – Short whistle bursts

The "**All Clear**" alarm for all drills will be given verbally from the command post by radio, cell phone or site phone all page.

Reporting Emergencies:

Emergencies that pose an immediate danger to the safety and health of staff, students, and visitors should be reported as follows:

The first employee to observe the emergency should call **911** or instruct someone else to call **911**.

Emergencies that may be reported **without** causing all staff, students, and visitors to evacuate should be reported by:

a. Calling 911 for medical/police emergencies (e.g., individual experiencing chest pains, assault in progress outside of the school, etc.)
b. Notifying the site Principal of the emergency

General Response Information for Any Declared Emergency

It is important during an emergency that all staff conducts themselves in a professional manner that demonstrates, through their actions, a degree of expertise promoting confidence. What you do in the first ten minutes will make a major difference in reducing the panic of your students. *Above all else, remain calm*. Use the next few minutes to perform your assigned tasks and attempt a return to normalcy.

- The Staff are to remain with their students at all times during an emergency until relieved by administration.

- Do not release students to anyone (including their parents) until authorized to do so by administration.

- Staff is first responsible for the students under their care.

- EFC staff is much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Staff will be charged with the emergency care of children during an emergency and should remain on their assigned post until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your supervisor to relieve you from your duties.

- It is the responsibility of all staff to report all rumors and observations regarding information that might lead to a site emergency. Such reports should be made immediately to the Principal. Staff is not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into site emergency.

- Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.

Should I Leave an Injured Student Behind?

EFC's staff may eventually be faced with the question, "Do I leave a seriously injured or trapped student behind in the classroom/office/room in order to safely evacuate the remaining students?" Few questions can be more heart wrenching. In such cases, staff must function much like an emergency First Aid Team and perform triage. Staff must make quick, on-the-spot judgments discerning the priority of injuries and what must be done first.

An example of how to prevent further injury or further entrapment is: After an earthquake a portion of the building may have fallen and trapped a student under heavy debris. It may be better to evacuate the mobile students to the evacuation site and report the entrapment to the Fire, Search, and Rescue Team rather than have your existing mobile students attempt a rescue. An aftershock or further cave-in may entrap more students thereby meaning the decision to save one may cost the lives of other students who could have been saved. Often it is best not to move an injured person; leave that job to the paramedics.

On the other hand, if you believe that leaving the student behind could cause death and that you can safely rescue the student without endangering others, it would be best to extract and move the student. An unconscious student who has a severe gash may bleed to death if left unattended. Therefore, it would be better to apply pressure and have some students carry the injured student to medical attention. You may fear that moving a student might cause spinal injury, but if the room is on fire, the student must be moved.

Leaving a student in a room requires quick reporting so that the student can receive assistance as soon as possible. If a student is in immediate danger, and if it is unsafe or impossible for you to extract or move a student, report it immediately. For example, if the trapped student is bleeding severely, use your radio or a messenger to make an immediate report.

Initial Response in an Emergency Situation

The first responses in a declared emergency are going to be one or more of the following tasks: Room Evacuation, Campus Evacuation, Lock Down, Shelter in Place, or Active Shooter Protocol.

- A **Room Evacuation** may be the result of a fire, earthquake, or any other event that requires leaving a building. If an earthquake occurs, the duck and cover, and hold procedure (during the shaking) will precede the room evacuation.

- A **Campus Evacuation** will occur if the site is deemed unsafe and uninhabitable by civil authorities or by administration. This will usually be the result of an earthquake, extensive site fire, range fire, aircraft disaster, chemical threat, or local police action.

- A **Lock Down** procedure will occur if a threat occurs on site or in the local neighborhood, which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person on site, gunshots fired on site, or in the near neighborhood.

- A **Shelter in Place** procedure may occur in the event of a chemical or biological attack by terrorists. You will be instructed to close and seal all windows, doors, and vents with the supplied duct tape and plastic sheeting found in the Emergency Buckets.

- Activation of the **Active Shooter Protocol** will occur in the event that an individual is actively engaged in shooting or attempting to shoot people.

Room Evacuation Procedures

All Line Staff:

- Upon hearing the alarm system, immediately turn on your radio/cell phone, if applicable.
- Have students leave the room in an orderly manner.
- If a student or staff member is to be left in the room (seriously injured or trapped), report this to the Principal immediately.
- The staff exits the room last to ensure all students are out (except those which cannot be moved), taking the Emergency Bucket, clipboard, and emergency contact numbers with him/her.
- Report with the students to the assigned field area and quickly take roll or do a head count to see if any additional students are missing.
- If someone has been left in the room or is missing, raise the red sign. If all students are accounted for, then raise the green sign.
- Remain with your students and await further instructions.

Principal:

- Secure visual reports from line staff to account for all students.
- As soon as you have names of seriously injured or trapped students/staff left in rooms/offices, notify first responders (eg. Fire Department Search & Rescue). Maintain a list and update the status of each student/staff member as the situation develops.

- Maintain control over your students and staff, striving to reduce panic and return things to normalcy.

Maintenance:

- Site Operations Manager will coordinate with custodial staff to shut off the gas (if there is a smell of gas present).
- Site Operations Manager will report to the alarm control panel to silence the alarm and report the alarm pull location to the Principal (if facility is equipped with a fire alarm system with reporting capabilities).
- Assistant Principal will report to traffic control positions at the proper location. Their duty is to assist emergency vehicles in accessing the correct part of the site. The Principal will assign other personnel to additional locations as necessary.
- When necessary, Custodian will report to the main power entrance panel and await instructions.

Principal:

- Assess the emergency as information is received.
- Call civil authorities as deemed necessary.
- Determine appropriate responses and activate necessary response plans.
- Receive reports from staff on the progress of the Room Evacuation.
- Confirm that the First Aid Team is in place.
- Confirm that the Maintenance Staff is in place.
- Inform the First Aid Team of injuries as necessary.

First Aid Team:

- Receive reports of injuries from the Principal.
- Attend to injuries.

All other staff:

- If you have a radio/cell phone, turn it on.
- Report to the Principal and await further instructions.

Off Campus Evacuation: Evacuating to Refuge Shelter

An **Off Campus Evacuation** will normally follow a Room Evacuation procedure when deemed necessary. The site's designated administrator will deliver the directive for an Off Campus Evacuation verbally to all staff. Unless directed otherwise, Off Campus Evacuations will be specific to the site; please see site-specific Safe Schools Plan.

All Line Staff:

- Upon hearing the alarm system, immediately turn on your radio/cell phone.
- Upon notification from the Principal to evacuate the site, move your students as directed, (toward the on-site evacuation site, the off-site evacuation site or loading zone). Each clipboard shall have a map of the emergency evacuation route. **Always take the Emergency Buckets with you wherever you go. Remember there are tools in those bags that might be dangerous for the unsupervised usage of our students. Therefore, always maintain responsibility for your Emergency Bucket.**
- If walking to an off-site evacuation location is involved, await instruction from the Principal.
- On the way to the evacuation site, re-check the student roster. If a student is missing, contact office staff, who shall relay a complete list of missing students to the Principal.
- Upon arriving at the evacuation site, keep your students together at the assigned area. Follow the instructions of the Evacuation Campus Coordinator designated by the Principal.
- Remain with your students and await further instructions.

Evacuation Campus Coordinator (Principal shall designate a leader to serve as coordinator):

- Prior to leaving the campus, gather your team and provide clear instructions.
- Upon arrival at the evacuation site, direct arriving students and staff to the areas assigned.
- Maintain control over your students and staff at the evacuation site, striving to reduce panic and return things to normalcy.

Maintenance Staff:

- Maintain previous posts from Room Evacuation procedure unless reassigned.
- Await further instructions from the Principal.
- When notified, report to the evacuation site.

- Upon arriving at the evacuation site, report to the Evacuation Site Coordinator for further assignments.

First Aid Team:

- Work with paramedics to determine how injured persons should be transported.

Principal:

- Work with civil authorities in deciding to declare an Off Campus Evacuation.
- Determine via the proper civil authorities that the roads are accessible between the facility and the evacuation site, and that the evacuation site is habitable.
- Declare an Off Campus Evacuation.
- Designate an Evacuation Campus Coordinator
- Notify staff at your School and your Home Office supervisor of an Off Site Evacuation.
- Monitor the evacuation.
- Personally evacuate the site after the evacuation is completed.
- See that sign is posted at the front gate notifying parents of the location of the evacuation site.
- If cell systems are functioning, develop a ParentSquare message to parents to notify them of evacuation.

All other staff:

- If you have a radio/cell phone, turn it on.
- Report to the Principal and await further instructions.

** If possible, a message will be broadcast to notify parents as to the location where the students have been evacuated. If a power outage disallows this procedure, a sign will be hung on the front gate.*

Lock Down

Teachers and all other staff:

- Upon notification of the lockdown, turn on your cell phone/radio.
- If outside, move students around you into the closest room or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death.
- Scan for children or staff left outdoors. Once inside the room, or if you were already in a room when the Lock Down was declared, lock all doors, shut and lock the windows, close window and blinds and instruct students to get on the floor and lie very still.
- Call 911 if you have vital information and cannot reach the Principal on radio or via cell phone.
- Do not respond to knocks or voices at the door unless directed by an administrator or civil authority you can identify – when in doubt, don't respond and don't open the door.
- Remain with students and await further instructions. Keep students silent to make the room appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by administration or civil authorities you recognize.
- When you hear your name in the roll call on the radio, respond with your name and room number. If you are missing some students, just state your name, location, how many you have with you and how many you are missing and their location (such as the restroom or library).

Principal:

- Lock down the area you are in by locking all doors; shutting and locking windows; closing blinds; and getting on the floor.
- Assess the crisis as information is received. If the Lock Down is warranted and has not been initiated elsewhere, declare the Lock Down via the all page system. Call 911 to report the situation.
- Call offices and other locations to acquire information.
- Call the staff roll to determine the location of people.
- Confirm that the First Aid Team is in place in case they are needed after the Lock Down.
- Inform the First Aid Team of injuries as necessary after the Lock Down.
- If civil authorities are not directing the Lock Down, determine and deliver the instructions to all staff following the end of the Lock Down. Give notice as to why the Lock Down occurred and what they are to do next.

First Aid Team:

- Lock down your office by locking doors, shutting and locking windows, closing blinds and getting on the floor.
- Do not leave the Lock Down room until instructed to do so by administration or civil authorities.
- Receive reports from the Principal of injuries.

- Attend to injuries after the Lock Down.

Shelter in Place

One of the basic instructions you may be given in a chemical or biological emergency is to **shelter-in-place**. This is a precaution aimed to keep staff and students safe while remaining in your facility. If you are told to shelter-in-place, go inside, close all windows and vents and turn off all fans, heating or cooling systems. All persons should go to a designated safe room, seal windows and doors, and listen to local radio (or television) stations, or a NOAA Weather Radio for instructions.

- While gathering students, you can provide a minimal amount of breathing protection by covering your mouth and nose with a damp cloth. Many chemicals can cause damage to breathing passages.

- Immediately after the **shelter-in-place** announcement is issued, fill large containers (if available) for an additional water supply, and turn off the intake valve to the school or facility. Water supplies may become contaminated. Preserve the water you have available.

- If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Many chemicals can cause damage to breathing passages.

- Avoid eating or drinking any food or water that may be contaminated. Injury may occur from eating or drinking toxic chemicals.

- Seal facility safe room (room with the least amount of openings) so contaminants cannot enter:

  1. Close and lock all windows and doors of the facility.
  2. Turn off all fans, heating and air conditioning systems.
  3. Seal gaps and cracks under doorways and windows with wet towels and duct tape and plastic sheeting.
  4. Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper, or aluminum wrap.
  5. Close off nonessential rooms such as storage areas, laundry rooms, offices and extra bedrooms.

- Turn off all ventilation systems.

- Go to an above ground room (not the basement) with the fewest windows and doors. Some chemicals are heavier than air, and may seep into basements, even if the windows are closed.

- Take your Emergency Bucket with you. These items may make you more comfortable while you are waiting further instructions.

- Stay in the room and listen to your radio until you are told all is safe, or until you are told to evacuate. Local officials may call for evacuation in specific areas that are at greatest risk in your community. Following the advice of local authorities is your safest choice.

Active Shooter Protocol

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

If you hear shots fired on campus or if you witness an armed person shooting or threatening people (active shooter):

Immediately choose the best way to protect your life. Very quickly, make your best determination of what is occurring and which of the options below will provide the greatest degree of security for you employing the "RUN, HIDE, or FIGHT" protocol.

RUN: Evacuate If Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, but do not stay behind because others will not go.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.

- Remain in place until you receive an “all clear” signal from the site Principal or law enforcement.

FIGHT: Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

Immediately after an incident:

- Wait for local law enforcement officers to assist you out of the building, if inside.
- When law enforcement arrives, students and staff must display empty hands with open palms.

Note:

- Understand that gunfire may sound artificial. Assume that any popping sound is gunfire.
- If there are two or more persons in the same place when a violent incident begins, you should spread out in the room to avoid offering the aggressor an easy target.
- Be mindful that violent attacks can involve any type of weapon, not just a gun. Knives, blunt objects, physical force or explosives can be just as deadly as a gun. The suggested actions provided here are applicable in any violent encounter.
- Plan ahead: Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with limited mobility.

Response to an Emergency After Hours

The response to school emergencies after the end of the day does not vary from emergencies declared during the business day.

The same procedures will be followed for a Room Evacuation, Site Evacuation, Lock Down and Shelter-in-Place procedures. Here are some things to remember:

1. Rooms closed to students who are outdoors shall be kept unlocked so that a Lock Down procedure can be accomplished.

2. If the Principal and most other administrators are off site when the incident occurs, the senior administrator shall function as the Acting Principal during the emergency. In many cases, that person will be the After School Program Director.

3. If the incident requires an obvious and immediate declaration of an emergency status, such should be declared and all necessary actions put into place.

4. The Senior Administrator is authorized to take any actions deemed necessary in the absence of the Principal.

5. As soon as possible, notification should be made to the proper administrators via pagers, cell phones or land lines, as available. **A call to 911 should always be the first call.**

ADDITIONAL RESPONSE INFORMATION FOR SPECIFIC TYPES OF EMERGENCIES

Air Quality

Regular physical activity promotes health and fitness. However, when the Air Quality Index (AQI) reaches certain thresholds, schools must modify outdoor activities to protect students and staff.

CDE and CDPH Guidance for Schools

The table below shows when and how to modify school-related outdoor physical activity based on the air quality that day. EFC staff shall follow the recommendations below in order to protect the health of all children, including teenagers, who are more sensitive than adults to air pollution. A PDF of the table and related information is found here.

Air Quality Index (AQI) & Activity Recommendation

Activity	AQI 0-50 Good	AQI 51-100 Moderate	AQI 101-150* Unhealthy for Sensitive Groups	AQI 151-200 Unhealthy	AQI 201-300** Very Unhealthy	AQI 301-500** Hazardous
Recess	No restrictions	For students with lung or heart conditions, monitor conditions and consider moving to indoor recess as needed.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
P.E. (Physical Education Class)	No restrictions	For students with lung or heart conditions, consider accommodations or moving PE inside.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training	No restrictions	For students with lung or heart conditions, monitor health and accommodate appropriately.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Event	No restrictions	Monitor students' health and conditions and adjust as needed.	Hold event indoors or avoid vigorous outdoor activities.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.

EPA Guidance for the General Public

The table below contains EPA guidance for the general public, which applies to our staff.

Air Quality Index	Who Needs to be Concerned?	What Should I Do?
Good 0-50	It's a great day to be active outside.	
Moderate 51-100	Some people who may be unusually sensitive to particle pollution.	**Unusually sensitive people:** *Consider reducing* prolonged or heavy exertion. Watch for symptoms such as coughing or shortness of breath. These are signs to take it easier. **Everyone else:** It's a good day to be active outside.
Unhealthy for Sensitive Groups 101-150	Sensitive groups include **people with heart or lung disease, older adults, children and teenagers.**	**Sensitive groups:** *Reduce* prolonged or heavy exertion. It's OK to be active outside, but take more breaks and do less intense activities. Watch for symptoms such as coughing or shortness of breath. **People with asthma** should follow their asthma action plans and keep quick relief medicine handy. **If you have heart disease:** Symptoms such as palpitations, shortness of breath, or unusual fatigue may indicate a serious problem. If you have any of these, contact your heath care provider.
Unhealthy 151 to 200	**Everyone**	**Sensitive groups:** *Avoid* prolonged or heavy exertion. Move activities indoors or reschedule to a time when the air quality is better. **Everyone else:** *Reduce* prolonged or heavy exertion. Take more breaks during all outdoor activities.
Very Unhealthy 201-300	**Everyone**	**Sensitive groups:** *Avoid all* physical activity outdoors. Move activities indoors or reschedule to a time when air quality is better. **Everyone else:** *Avoid* prolonged or heavy exertion. Consider moving activities indoors or rescheduling to a time when air quality is better.
Hazardous 301-500	**Everyone**	**Everyone**: *Avoid all* physical activity outdoors. **Sensitive groups:** Remain indoors and keep activity levels low. Follow tips for keeping particle levels low indoors.

Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed.

If symptoms don't improve, get medical help.

Biological Threat

A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many agents must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

If There is a Biological Threat

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

- Are you in the group or area that authorities consider in danger?
- What are the signs and symptoms of the disease?
- Are medications or vaccines being distributed?
- Where?
- Who should get them?
- Where should you seek emergency medical care if you become sick?

Protect Yourself

If you become aware of an unusual and suspicious release of an unknown substance nearby, it doesn't hurt to protect yourself. Quickly get away. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help. Wash with soap and water and contact authorities.

Bomb Threat

One of the goals of a bomb threat caller is to cause panic among the people being threatened. If you are prepared and ready to act, that goal can be eliminated. Be vigilant in your planning and be prepared. In the case of a bomb threat, everyone needs to know what to do and how to do it safely and efficiently.

The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible (**see bomb checklist in section 8, following page**):

- Ask what time the bomb is set to go off.
- Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
- Ask about the appearance of the bomb package.
- Listen for background noise, e.g., radio, other people, traffic sounds, etc.
- Was the caller calm or hysterical?
- Was the caller's voice young or old?
- Notify the Principal or other administrator.
- All personnel are to remain out of the threatened building. The notified administrator will call the police and declare an emergency and initiate a Room Evacuation procedure. The police will conduct the bomb search.

Challenging Site Visitors

All staff are expected to immediately report any visitor who does not appear to be on site for official business. Staff may contact the Principal if and when assistance is needed. Visitors on site who are not conducting official business should be escorted off site.

Chemical Threat

A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat
Many people suffer from watery eyes, twitching, choking, having trouble breathing or losing coordination. Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack

- Quickly try to define the impacted area or where the chemical is coming from, if possible.
- Take immediate action to get away.
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
- Otherwise, it may be better to move as far away from where you suspect the chemical release is and "shelter-in-place."
- If you are outside, quickly decide what the fastest escape from the chemical threat is. Consider if you can get out of the area, or if you should follow plans to "shelter-in-place."

If You Think You Have Been Exposed to a Chemical
If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.

- If you think you may have been exposed to a chemical, strip immediately and wash.
- Look for a hose, fountain, or any source of water, and wash with soap if possible, being sure not to scrub the chemical into your skin.
- Seek emergency medical attention.

Child Abuse

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Alameda County Social Services Agency. *Information on Child Abuse and the Suspected Child Abuse reporting form can be found in this folder*.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to Alameda County Social Services at 510-259-1800, available 24 hours a day, 7 days a week, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Cde section 11166.05.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to the Alameda County Social Services Agency. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

Earthquake

- Initiate the duck, cover and hold procedure before evacuating the room. Evacuate only after the shaking has stopped. Staff does not have to wait for the Room Evacuation alarm to sound before starting the Room Evacuation procedure.
- Staff should train students on the duck, cover and hold procedure, reviewing it frequently during drills and exercises.

If indoors…

DUCK – drop to the floor.
COVER – Seek cover beneath a desk, chair, table or bench with your back to the windows. If hard cover is not available, then in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.
HOLD – If beneath a piece of furniture, hold on to the leg of the furniture so that it doesn't "walk" away from you during the shaking.

If outdoors…

Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences. Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.

After Earthquake

After the initial shock has ended, and a reasonable interval has passed with no further shock, survey immediate surroundings to determine injuries and damage.

Do not attempt to move seriously injured persons unless they are in immediate danger of further injury.

If telephones are operating, call the Principal or designee and report conditions of students and estimated damage in your area.

Check for fire or fire hazards from broken electrical lines or short circuits and follow the facility Fire Response Procedure in the facility Fire Plan if a fire is discovered or reasonably expected.

Immediately clean up spilled medications, drugs and other potentially harmful materials.

Check to see that sewage lines are intact before permitting continued flushing of toilets.

Check closets and storage shelve areas. Open closet and cupboard doors carefully and watch for objects falling from shelves.

Be prepared for additional "aftershocks." Although most of these are smaller than the main shock, some may be large enough to cause additional damage.

Responsibilities:

Principal:

After receiving damage assessment report, determine the advisability of partial or complete evacuation of the facility.

If evacuation is deemed advisable, determine condition of exit areas and avoid those that are obstructed or otherwise hazardous.

Conduct immediate check of all communications systems including facility PA, radio network and telephones. Initiate actions to restore service or use other communication resources, including cell phones, two-way radios or messengers.

- Direct implementation of evacuation procedures.
- Direct disaster response activities.
- Initiate recall of personnel.
- Provide for emergency messenger service.
- Establish triage area to screen students and personnel that may be injured.

Facility Services:

Facility Service personal will discontinue normal activities; keep facility in operation and/or make emergency repairs to restore services, particularly electrical main or auxiliary.

Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valve. Shut off electrical power if there is damage to wiring. Report damage to the appropriate utility companies and follow their instructions. DO NOT USE matches, lighters or open flame appliances until you are sure no gas leaks exist. Do not operate electrical switches or outlets.

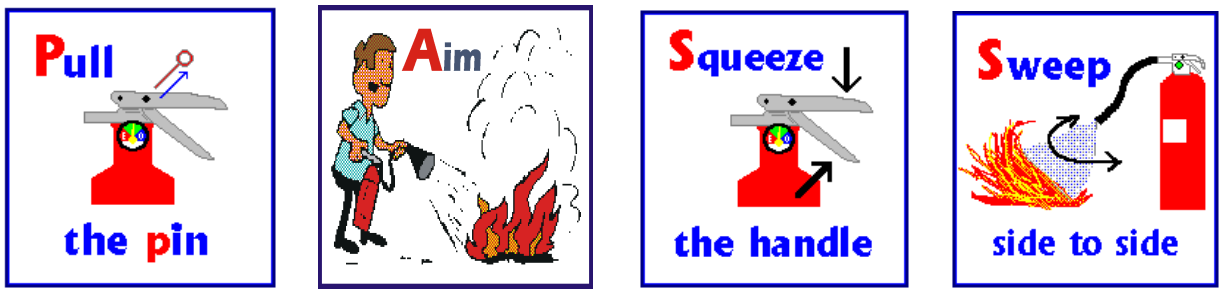
Fire

Local Confined Fire

In case of very small, localized fires (e.g., in a trash can) use the fire extinguishers located throughout the building.

Below is the proper procedure for using a fire extinguisher in case of a small fire. Do not put yourself at mortal risk to put out a fire that is too large or out of control.

Remember the PASS acronym:



1) **Pull** the pin located on the handle
2) **Aim** at the base of the fire (stay at least 8 feet from the fire)
3) **Squeeze** the handle all the way for maximum flow
4) **Sweep** at the base of the fire. Move the fire extinguisher or nozzle/hose in a side-to-side "sweeping" motion.

Remember the fire can still re-ignite, so make sure fire is completely out before leaving the scene.

Activate the nearest fire alarm pull station and call 911 if the fire is too large for you to safely put out with a fire extinguisher.

Large Fire

If you smell smoke or observe a fire, activate the nearest fire alarm pull station (where applicable). Call or send a student to the Principal. Have students close all doors and windows as they evacuate the room. Use the RACE method to evacuate:

Remember this Acronym:

R – Rescue (anyone in immediate danger)
A – Alarm (pull fire alarm and call 911)
C – Contain (close all doors as you evacuate)
E – Evacuate (go to the nearest evacuation location away from the fire)

Before opening any door, test for heat by brushing the back of your hand ONLY across the surface of the door and the doorknob. If any surfaces are hot, go to an alternate route. If the area feels cool, open it slowly. Stay calm and be prepared to close the door immediately at the first sign of smoke or fire. Remain calm and quiet to allow instructions to be heard.

External Fire

In the event that an external (outside the building) fire should require an emergency response, it is likely that the most prudent course would be to stay put, unless instructed otherwise by emergency personnel such as Firefighters or Police.

Poor Air Quality due to External Fire

If the fire is negatively impacting outdoor air, the site operations manager will determine whether to restrict outdoor access for students. Site operations managers will provide all staff and students with air masks as appropriate to protect from poor air quality. If outdoor air quality is such that indoor air becomes negatively impacted and the HVAC system cannot mitigate appropriately, Home Office will determine in consultation with the local authorizers whether to dismiss students and cancel school. If the AQI is at or above 275, the Superintendent shall cancel school.

What to do if you are trapped in a building

- Stay calm. Go to a room that has an outside window and stay there.
- If there is a working telephone, call 911 and tell them exactly where you are.
- To help rescue workers find you, stay where you are and wave something bright or light colored to attract attention.
- To keep smoke out of your area, use clothing, towels, newspapers etc. to stuff the cracks around the door and ventilators.
- If water is available, dampen a cloth to breathe through to help filter smoke and gas vapors.
- If the room begins to fill with smoke, stay as close to the ground as possible
- Above all, THINK before you act and be patient until help arrives.

Heat Advisory

Regular physical activity promotes health and fitness. However, during times of high heat risk, schools must modify outdoor activities to protect students and staff.

CDPH Guidance for Schools

Know your location's "HeatRisk" level to determine who is at risk and what actions to take. Find your HeatRisk level here: National Weather Service (NWS) HeatRisk forecast. The NWS HeatRisk tool provides a seven-day forecast of the potential level of heat risk for a specific location.[4] For guidance on actions to take, see the next section.

Value	Risk of Heat-Related Impacts
0 (Green)	**Little to no risk** from expected heat.
1 (Yellow)	**Minor** - This level of heat affects primarily those individuals extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.
2 (Orange)	**Moderate** - This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.
3 (Red)	**Major** - This level of heat affects anyone without effective cooling and/or adequate hydration.
4 (Magenta)	**Extreme** - This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration.

Source: NWS HeatRisk: Understanding HeatRisk.

Be aware that multiple days of extreme high temperatures will make students and athletes more vulnerable to heat illness.

Monitor for Symptoms

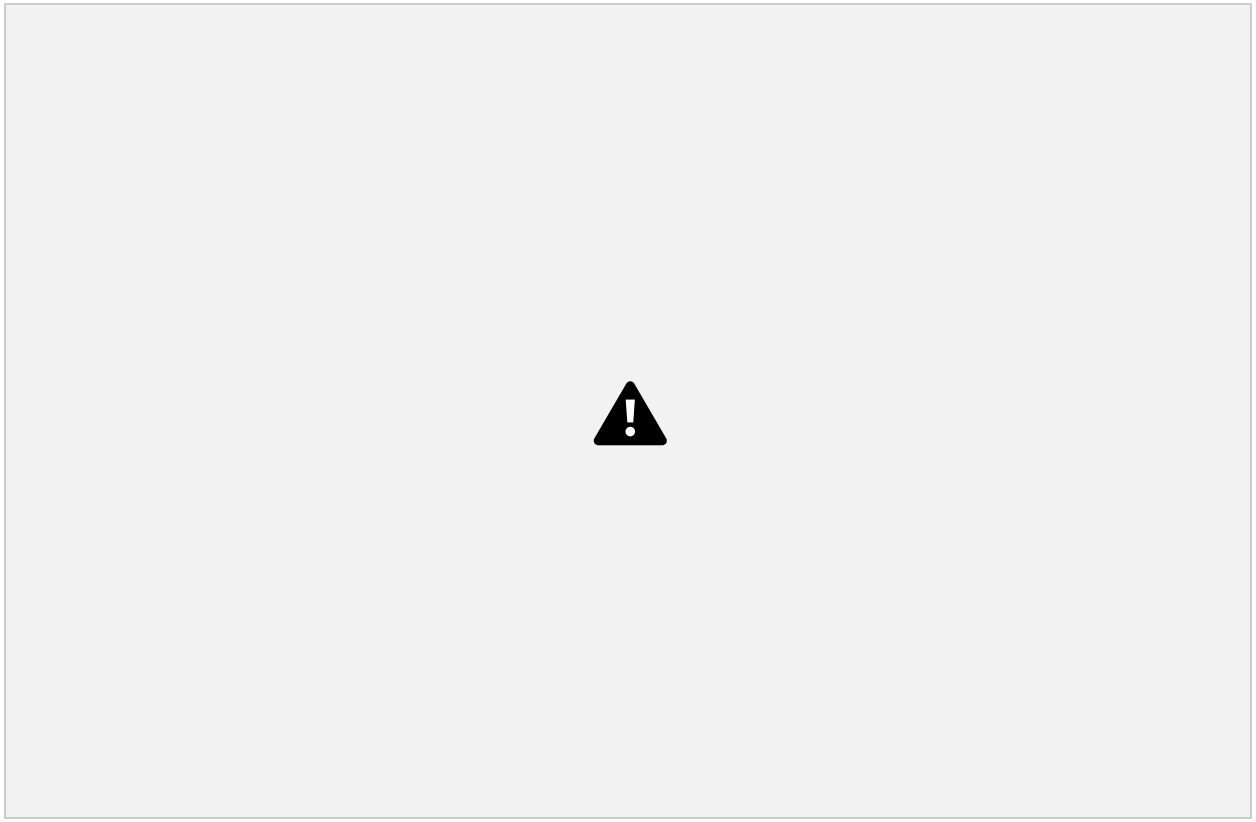
- Always monitor for exertional heat illness. Air temperature, humidity, direct sunlight and other factors can increase risk of heat illness. See below for more information.
- Be aware that exertional heat stroke is life-threatening. Exertional heat stroke (EHS) can occur within the first 60 minutes of exertion and may be triggered without exposure to high ambient temperatures. In the event of EHS, seek medical attention immediately.
- Other heat-related illnesses include heat exhaustion, heat cramps, sunburn and heat rash. For more information about heat-related illnesses, please see the relevant sections below.

Heat Acclimatization

Proceed with extra caution in scenarios where extreme heat occurs suddenly, lasts an extended period of time and/or reaches new high temperatures. Generally, in these scenarios, very few outdoor activity participants (or those participating in indoor spaces without cooling) are “acclimatized.” Heat acclimatization is the body’s process of adapting to or “getting used to” the heat that occurs gradually (usually requiring 1 to 2 weeks) when a person is exposed to a hotter setting. **Students and athletes face higher risk of heat illness when they are not acclimatized to hotter and/or more humid conditions.** Certain geographic areas (such as coastal areas) not accustomed to higher temperatures will have more persons that are not acclimatized.

Actions Schools Should Take to Lower Risk

The table below outlines actions EFC staff shall take in response to each heat risk level. A PDF of this table can be found here.



**Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.*

*** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.*

Immigration Enforcement Response

Definitions

- **Immigration enforcement**: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- **Confirmed presence**: Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Follow Standard Campus Security Procedures

The first priority is to follow standard campus security procedures at all times. **It is the expectation that ALL visitors are screened at the door, and that no outsider - which would include immigration enforcement officers - shall enter or remain on school grounds without having registered with the Principal or designee.**

Doors shall be locked other than stated times for arrival and dismissal, and shall have this signage posted. PLEASE MAKE SURE THAT OFFICIAL ARRIVAL AND DISMISSAL TIMES ARE POSTED AT ALL CAMPUS AND BUILDING ENTRY POINTS.

Whenever anyone buzzes at the front door:

- "Hello. Who is calling and what is the nature of your visit?"

- Admit - All "registered" visitors (see foundational list of registered visitors, and maintain a list of people who have appointments at the site). Otherwise respond - "I'm sorry. We have a relatively restrictive visitors' policy for safety reasons. We can only admit you if you have an appointment to see someone. Please see the posted sign on the door to make an appointment."

Immigration Enforcement Response Procedures

Should you receive a report that immigration enforcement is active in your neighborhood:

1. Site staff: inform your Site Administration and Site Operations Manager, who will engage in step 2.
2. Site Administration and SOM: TEXT Superintendent and Chief of Schools (For summer camp TEXT Chief Academic Officer)

3. Call the ACILEP hotline at 510.241.4011 for rapid response from immigration legal services.

Superintendent and Chief of Schools (in the summer, Chief Academic Officer) will collaborate with the HO team to:

- Verify that the report is accurate;
- If confirmed, send an alert to school families to notify them of immigration enforcement presence in the vicinity of the school.
- Notify school leadership and families at nearby schools.

Should immigration enforcement arrive at an EFC site:

- Immediately text Superintendent and Chief of Schools (for summer camp text Chief Academic Officer) to inform them of immigration enforcement arrival at site.

- **Mandatory Notification:** The site administrator or designee will consider the safety and well-being of the students, staff, and community members associated with the school site when determining when and how to issue a notification to:
  - All parents/guardians
  - All teachers, administrators, and school personnel

  Use this template for the notification.

  Send the notifications using one or more of the following methods: ParentSquare text message, Slack notification, automated phone call, and/or email communication.

- Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.

- Ask the officer, "What is your reason for requesting access to school grounds?" and document their response.

- Ask the officer, "What documentation do you have that authorizes school access?", and make a photocopy AND take a picture of the documentation. TEXT the photo to Superintendent and Chief of Schools (for summer camp, Chief Academic Officer); keep the copy for our records.

- If they inquire about a specific student, cite Student Access/Release Policy - "I'm sorry. It is not the policy of EFC to allow anyone to speak to an individual student without parental consent unless there is a judicial warrant. And we are not allowed to release a student to anyone not listed on a student's emergency card."

- If they inquire about specific staff member, say, “It is not the policy of EFC to disclose information about individual staff members. I will need to consult with our Superintendent.” TEXT Superintendent and Chief of Schools an update (for summer camp, Chief Academic Officer).

- If they persist for any reason - “I will text our Superintendent right now to inform her of the situation. I apologize but I am not in a position to violate the stated policies of the organization.” TEXT Superintendent and Chief of Schools an update (for summer camp, Chief Academic Officer).

- Should they produce or indicate they have a judicial warrant or valid court order… “I am contacting my supervisor. Please wait.” TEXT Superintendent and Chief of Schools (For summer camp Chief Academic Officer). Go get your site administrator.

- Site admin - Go outside to see the judicial warrant or court order. Take a photo and send to Superintendent and Chief of Schools. We will forward to legal counsel. Tell officers - “I’m sorry. I am sending this to our legal counsel to verify that we can comply with the subpoena. We have unfortunately had some situations where individuals have been impersonating officials, and we are now required to verify all officials and paperwork with legal counsel before facilitating access. If you would like to come back in 10 minutes, I can meet you here again with an update about their guidance. Otherwise, I appreciate your patience.” A legal subpoena will have a stamp from a court, a judge’s signature and request access to records or to a premises.

- All personnel - After an encounter with an immigration enforcement officer, promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - List or copy of the officer’s credentials and contact information;
  - Identity of all school personnel who communicated with the officer;
  - Details of the officer’s request;
  - Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - EFC personnel’s response to the officer’s request;
  - Any further action taken by the agent; and
  - Photo or copy of any documents presented by the agent

Should immigration enforcement request student records:

- Immediately text Superintendent and Chief of Schools (for summer camp, Chief Academic Officer) to inform them of the request.

- Ask for, and make a copy of or note, the officer’s credentials (name and badge number). Also ask for and copy or note the phone number of the officer’s supervisor.

- Ask the officer, “What documentation do you have that authorizes access to these records?”, and make a photocopy AND take a picture of the documentation. TEXT the photo to Superintendent and Chief of Schools (for summer camp, Chief Academic Officer); keep the copy for our records.

- If they inquire about a specific student, cite EFC’s Student Records Policy - “I’m sorry. It is not the policy of EFC to provide any student records to anyone except the parent/legal guardian without signed parent/guardian consent/request unless there is a subpoena.”

- Should they produce or indicate they have a court-issued subpoena… “I am contacting my supervisor. Please wait.” TEXT Superintendent and Chief of Schools an update (For summer camp, Chief Academic Officer). Go get your site administrator.

- Site admin - Go outside to see the subpoena. Take a photo and send to Superintendent and Chief of Schools. We will forward to legal counsel. Tell officers - “I’m sorry. I am sending this to our legal counsel to verify that we can comply with the subpoena. We have unfortunately had some situations where individual have been impersonating officials, and we are now required to verify all officials and paperwork with legal counsel before facilitating access. If you would like to come back in 10 minutes, I can meet you here again with their guidance. Otherwise, I appreciate your patience.” A legal subpoena will have a stamp from a court, a judge’s signature and request access to records or to a premises…

- All personnel - After a documents request by an immigration enforcement officer, promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - List or copy of the officer’s credentials and contact information;
  - Identity of all school personnel who communicated with the officer;
  - Details of the officer’s request;
  - Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - EFC personnel’s response to the officer’s request;
  - Any further action taken by the agent; and
  - Photo or copy of any documents presented by the agent

School and parent level communication should immigration enforcement arrive on site interested in a specific student:

- Follow instructions above regarding immigration enforcement arrival at the site.

- As soon as immigration enforcement identifies a student of interest, send someone to the child’s classroom and ask the teacher to “hold” the child in class. Say “We would like for you to keep XXX in

your class or with you until further notice. Please keep your phone handy so we can contact you."

- As soon as immigration enforcement identifies a student of interest and there is NO judicial warrant or court order, have an administrator call the parent/guardian - "immigration enforcement is on site requesting access to your child. In compliance with EFC policy, we have communicated we CANNOT provide access to the child without your consent. " Tell the parent, "Do not worry. We will NOT provide access to your child. We will ensure they do NOT talk to your child. Do not come to the school. We will contact you when they leave. We advise you to be somewhere where you cannot be located - not your home or workplace."

- If there is a judicial warrant or court order - "immigration enforcement is on site requesting access to your child. They appear to have a warrant/court order. At this point, we are verifying their warrant/court order with our legal counsel" They have NOT spoken to your child. Please do NOT come to the school site at this time. We will call you again shortly with further directions. We advise you to be somewhere where you cannot be located - not your home or workplace." At this point, send contact information to Superintendent and Chief of Schools, and we will continue communications with legal counsel, immigration enforcement, and the families.

- Once immigration enforcement has departed, the Site Administrator, in partnership with Home Office leadership, will arrange for the student to be transported to a safe location identified by the parent.

Should nobody arrive at dismissal to pick up a student (and we suspect the parents/guardians may have been taken into custody by immigration enforcement), follow our standard procedures for situations where a student is not picked up at dismissal:

- Make repeated attempts to contact the parent/guardian.

- Should attempts to reach the parent/guardian be unsuccessful, call and text message every contact on the student's emergency contact list. Explain to the emergency contact that you have been unable to get in contact with the parent/guardian, and ask if they (1) are aware of any situation that would prevent the parent/guardian from picking up the student, and (2) request that they come to school to pick up the student. **You may release the student to any of the emergency contacts designated by the parent on the student's emergency contact list.**

- Check if there is a Caregiver's Authorization Affidavit on file for the student. If there is, request that the authorized Caregiver come to school to pick up the student.

- Should an individual arrive and present a Caregiver's Authorization Affidavit on behalf of the student and this affidavit is not already on file at the school, make a copy of the affidavit and send it to Chief of Schools and Director of Site Operations for review. Chief of Schools or Director of Site Operations may authorize release of the student to the Caregiver.

- Should attempts to reach the emergency contacts be unsuccessful, and no Caregiver Authorization Affidavit be on file, alert Chief of Schools. If there is a notarized plan from the parent/guardian on file, follow that plan. **If there is no plan on file, AND none of the above options lead to identification of an adult who can pick up the child, call Child Protective Services to report the situation.** Keep the student at school until CPS responds, and reach out to Chief of Schools for support as needed.

Should a student not arrive at school, and information is provided by community members that indicates the student was taken into immigration enforcement custody:

- Follow all standard attendance procedures to try to determine the reason for the student's absence.

- Should you confirm that the student was taken into immigration enforcement custody, the Site Operations Manager shall inform Director of Site Operations. Director of Site Operations will reach out to EFC legal counsel for guidance, and will instruct the site operations team regarding next steps.

  The Principal shall inform Chief of Schools .

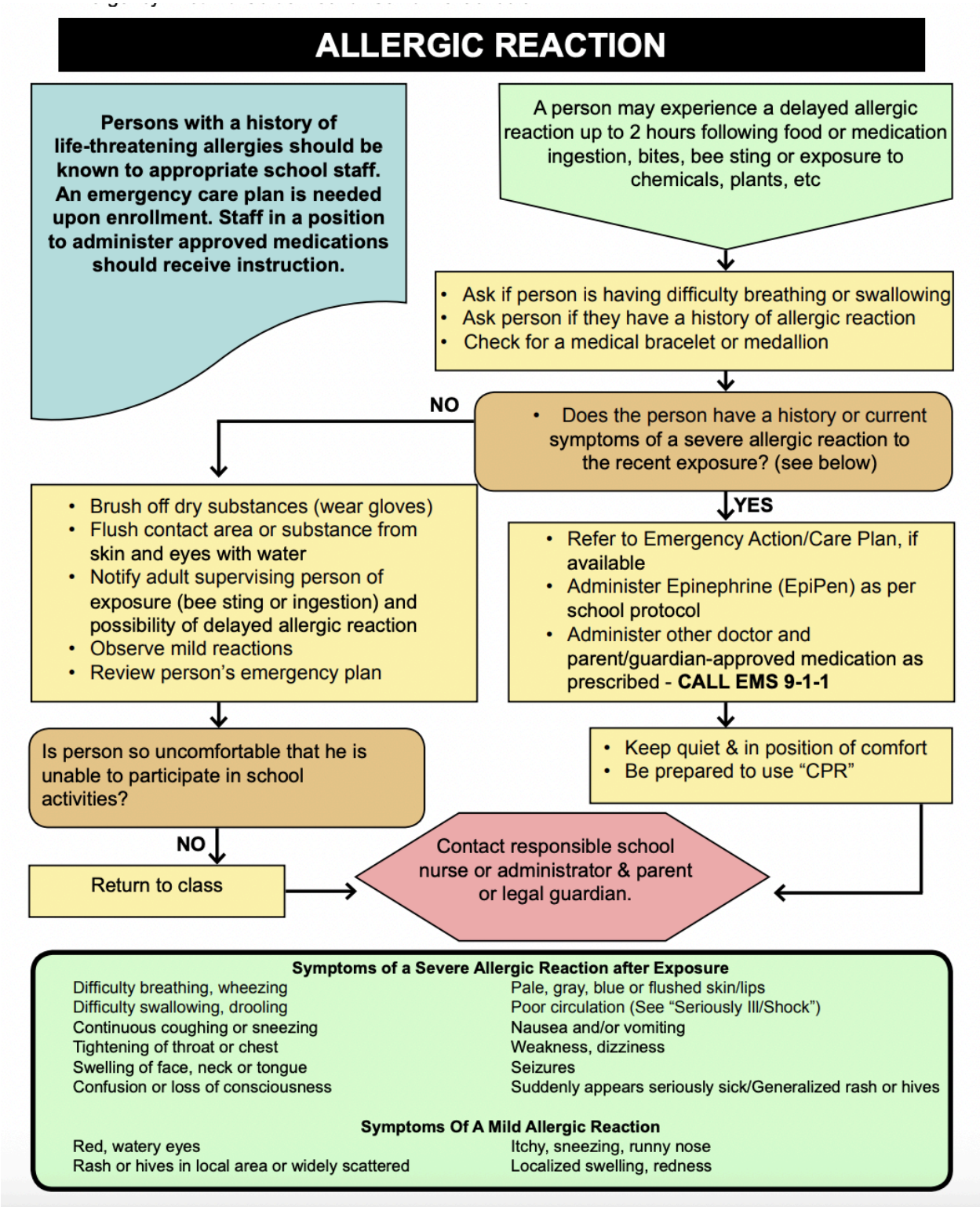
Medical Emergency Procedures

In the event of a medical emergency, EFC staff shall follow the guidance in the California Health and Human Services Emergency First Aid Guidelines for California Schools, **including calling 911 if:**

- ☑ The person is not breathing.
- ☑ The person is having difficulty breathing, shortness of breath or is choking.
- ☑ The person has no pulse.
- ☑ The person is unconscious, semi-conscious or unusually confused.
- ☑ The person has bleeding that won't stop.
- ☑ The person is coughing up or vomiting blood.
- ☑ The person has chest pain or pressure persisting more than 3-5 minutes, or has chest pain that goes away and comes back.
- ☑ The person has been poisoned or taken an overdose.
- ☑ The person has a seizure for the first time, a seizure that lasts more than 5 minutes, multiple seizures, or has a seizure and is pregnant or diabetic.
- ☑ The person has received anti-seizure medication as allowed under the provisions of Education Code Section 49414.7.
- ☑ The person has injuries to the head, neck or back.
- ☑ The person has sudden, severe pain anywhere in the body.
- ☑ The person has an open wound over a suspected fracture or where bone or muscle is exposed.
- ☑ The person's condition is limb-threatening or other injuries that may leave the person permanently disabled unless he/she receives immediate care; for example: lack of feeling or normal color on injured limb (arm or leg); amputation; severe eye injury or chemical exposure to the eye.
- ☑ Moving the person could cause further injury.
- ☑ The person needs the skills or equipment of paramedics or emergency medical technicians.
- ☑ Distance or traffic conditions would cause a delay in getting the person to the hospital.

In any of the above circumstances, or if there is any other reason to suspect the individual's life is in danger, EFC staff shall call 911.

In all other circumstances, follow the guidance on the following pages, and consult the First Aid guidance linked above.



Anaphylaxis (Severe Allergic Reaction)

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance. The reaction can occur within seconds or minutes of encountering an allergic trigger, including but not limited to an insect sting, food allergy, drug reaction (e.g., antibiotics, aspirin and non-steroidal inflammatory drugs), and exercise.

Watch for Symptoms

Anaphylaxis is highly likely to be occurring when any ONE of the following happens within minutes to hours after exposure to an allergen:

1. A person has symptoms that involve the skin, nose, mouth, or gastrointestinal tract
    - Itching, wheezing, swelling, throat tightening, vomiting, or diarrhea
      AND either:
    - Difficulty breathing, or
    - Reduced blood pressure (e.g., pale, weak pulse, confusion, loss of consciousness)
2. A person was exposed to a suspected (known allergy) allergen, and TWO or more of the following symptoms occur:
    - Skin symptoms or swollen lips (itchy mouth or hives)
    - Difficulty breathing
    - Reduced blood pressure
    - Gastrointestinal symptoms (e.g., vomiting, diarrhea, or cramping)

Many individuals may have previously had only a mild reaction to an allergen, but subsequent exposure can trigger anaphylaxis. Without immediate administration of epinephrine followed by activation of emergency medical services, death can occur.

Administration of Epinephrine

Once anaphylaxis symptoms are present, it is recommended that the first line of treatment of choice is an immediate intramuscular injection of epinephrine (epinephrine auto-injector) injected into the lateral (outer side) thigh, which is effective for five minutes (according to the manufacturer of epinephrine auto-injectors). A trained volunteer[27] may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available.

Steps in the Emergency Use of an Epinephrine Auto-Injector:

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently, anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable

probability that it is anaphylaxis, then treat as anaphylaxis.

2. Administer the epinephrine auto-injector, and then call 911. Stay with the individual experiencing anaphylaxis. Have others notify the parents and school administrator immediately.

3. Dosage:
    - For students in second grade or below, or weighing 33-66 lbs., administer 0.15 mg., epinephrine auto-injector (Junior) (when in doubt-give the higher dose) by injecting it into the lateral (outer side) thigh.
    - For adults and students in third grade or above, or weighing 66 lbs. or more, administer 0.30 mg., epinephrine auto-injector (Adult) by injecting it into the lateral (outer side) thigh.

4. Stay with the individual and reassure them. **Do not raise them to an upright position. Have the individual lie down if tolerated with lower extremities elevated. Roll the individual to their side if vomiting. Have them sit up if they have difficulty breathing.**
5. Epinephrine auto-injector administration procedure:

    a. Remove safety cap or cover of epinephrine auto-injector and place 'tip' ("active side of device") on outside of thigh—midway between hip and knee (follow instructions—may require pressure while placing on thigh)
    b. Position device perpendicular (90 degree angle) to the thigh
    c. It can be administered through clothing
    d. Wait for click or other sound indicating medication is being administered
    e. Hold in place for approximately 3 seconds (or as recommended by the manufacturer's instructions)
    f. Many have a shield that covers the exposed needle
    g. Keep epinephrine auto-injector until emergency personnel arrive. Per their direction, either give to them or place expended injector in sharps container

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the epinephrine auto-injector. Remove stinger quickly by scraping with a fingernail, plastic card, or piece of cardboard. Apply an ice pack to the sting area. DO NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the individual.

7. Observe the affected individual for signs of shock. Cover them with a blanket, as necessary, to maintain body temperature and help to prevent shock

8. **Monitor the affected invididual's airway, breathing, and heart rate. Begin CPR immediately if the individual stops breathing or their heart stops beating.**
    a. **If symptoms continue or worsen and paramedics have not arrived, use a second epinephrine auto-injector and re-inject no less than 5 minutes after initial injection. Continue to monitor the individual's airway and breathing.**

9. After epinephrine is given, the individual should be promptly taken to the nearest emergency department by ambulance for evaluation and monitoring by physicians and nurses. A second

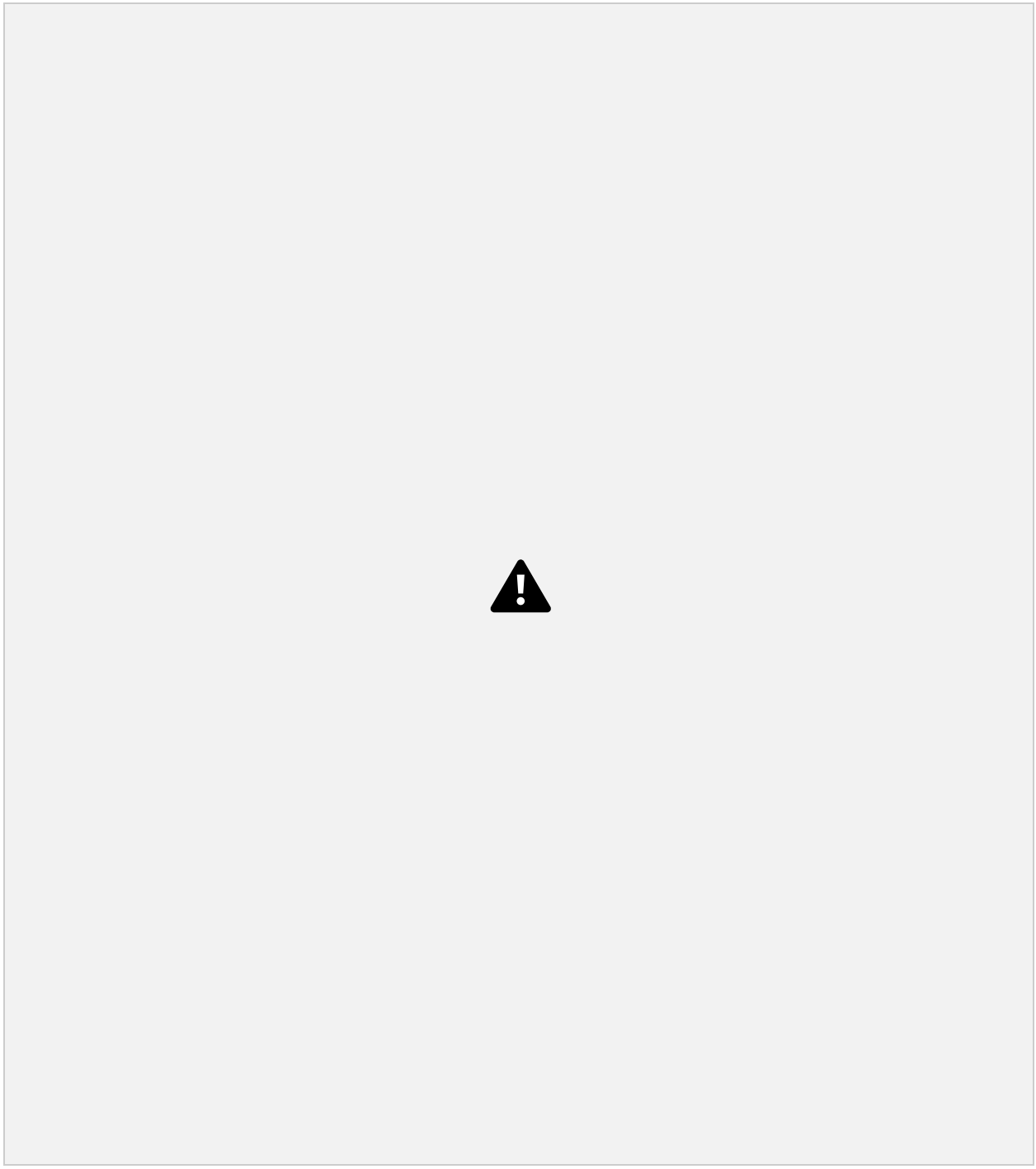
delayed reaction may occur after the initial anaphylaxis and this second set of symptoms can also be severe and life-threatening. After evaluation and treatment in the emergency department, parents/guardians should be advised to monitor student according to recommendations of the treating healthcare provider(s) and staff should be informed by the treating healthcare provider on next steps for safe care.

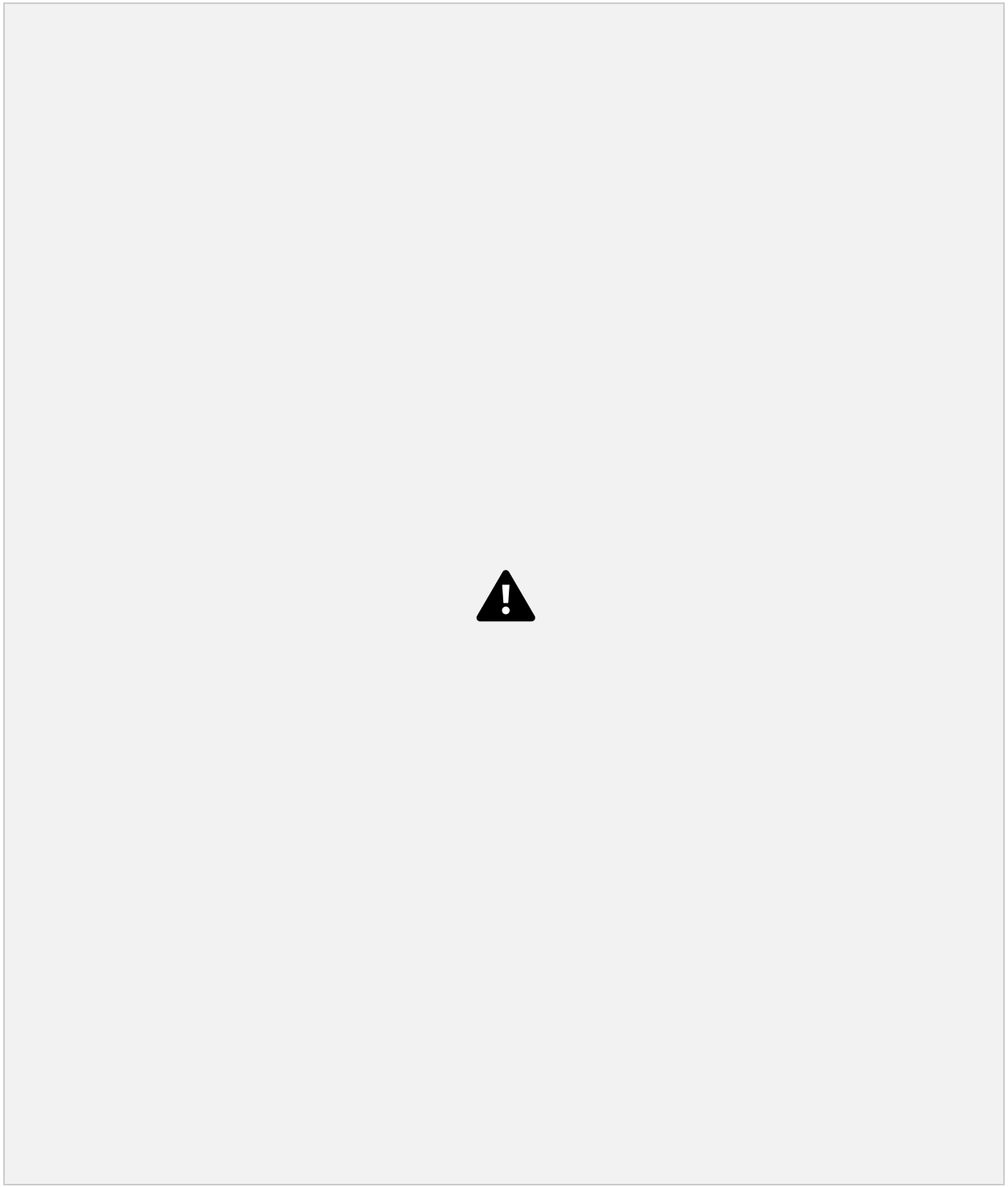
NOTE: According to Centers for Disease Control and Prevention (CDC),[4] anaphylaxis affects one in every 13 children (under eighteen years of age) or approximately two children in every classroom. It is estimated that 25 percent of students have their first anaphylactic reaction at school.

Every offers annual CPR training, and EFC campus/worksite has an Automated External Defribrillator (AED).

In the event of a cardiac emergency:

- ☐ Call 9-1-1
- ☐ Check for unresponsiveness or gasping breathing
- ☐ If unresponsive or only gasping begin continuous chest compressions and have someone retrieve the AED if not at the scene.
- ☐ Turn on AED and follow directions
- ☐ Attach AED electrode pads, analyze rhythm
- ☐ When the AED recommends the patient needs to be shocked, make sure no one is touching the person and press the “Shock” button
- ☐ Follow instructions from AED unit
- ☐ If instructed to do so by AED, resume CPR for 2 minutes and follow instructions from AED device If no signs of circulation, resume CPR





Opioid Overdose

Every EFC office maintains doses of Naloxone nasal spray. Naloxone saves lives because it can quickly restore normal breathing to a person whose breathing has slowed or stopped as a result of overdosing on prescription opioid medications, heroin, or drugs that are adulterated and contaminated with an opioid like fentanyl (e.g., cocaine, methamphetamine). If you give naloxone to a person who has not taken an opioid medicine, **it will not hurt them**.

Recognize the Signs of an Opioid Overdose

During an overdose, a person's breathing can be dangerously slowed or stopped, causing brain damage or death. It's important to recognize the signs and act fast, even before emergency workers arrive. Signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Limp body
- Slow, shallow breathing
- Choking or gurgling sounds

What to Do if You Think Someone Has Overdosed on Opioids

1. Call 911 immediately.
2. Give naloxone as quickly as possible. Do not wait for emergency workers to arrive before giving naloxone. Remember, Naloxone will not hurt anyone.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with the person until emergency workers arrive.
6. Naloxone is a temporary treatment. More than one dose might be needed under some circumstances, especially if an overdose event involves illicitly manufactured fentanyl and fentanyl-related substances.

Radiation Threat

A radiation threat or "Dirty Bomb" is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with biological or chemical threats, you want to limit exposure.

If There is a Radiation Threat or "Dirty Bomb"
To limit the amount of radiation you are exposed to, think about shielding, distance and time.

- Shielding: If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
- Distance: The farther away you are away from the blast and the fallout, the lower your exposure.
- Time: Minimizing time spent exposed will also reduce your risk.

As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.

Suicide Risk

Intervention and Emergency Procedures

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk, follow the flow chart, and review the instructions underneath the flow chart.

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. Admin/clinical team member will complete Suicide Risk Assessment and identify risk level and next steps. The school mental health professional or principal will contact the student's parent or guardian and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

4. After a referral is made, EFC shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, EFC may contact Child Protective Services.
5. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Suspicious Box Located on Site

- Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and instead immediately report it to the Principal or administrator.
- The notified administrator will investigate and if deemed necessary, declare an emergency, initiate a Room Evacuation procedure and call the police.
- The area where the suspect device is located will be cleared by at least 200 feet.
- All students and staff are to keep away from the suspect device and allow the police to deal with it.

Utility Failure

Power Outage

In the event of commercial electrical service failure, the following steps must be taken:

1. Check to make sure all backup electrical equipment is functioning properly:
    a. Alarm Systems
    b. Egress illumination
    c. Emergency communication system
    d. Illumination of exit signs
2. Contact PG&E

    Check the PG&E outage map or call their phone number: **1-800-743-5002 to ask** them how long the service will be out.

    In the case of an emergency (eg. downed power line, a transformer exploded, etc.) call 911 AND the PG&E Emergency Services number: **1-800-743-5000**
3. Notify the Director of Site Operations

    Director of Site Operations Telephone number: **Cell: (510) 282-5687**
4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Chief of Schools) to discuss plans for potential school closure.
5. Notify all Staff regarding the length of the service outage as well as response plans.

Natural Gas Disruption

In the event that a gas pipe or regulator that is servicing the facility develops a leak or rupture, the following steps will be taken:

1. Immediately notify staff and evacuate the building.
2. Call 911 AND the PG&E Emergency Services number: **1-800-743-5000**

3. Notify the Director of Site Operations and the Principal's supervisor (Superintendent or Assistant Superintendent)

4. After the natural gas service is restored, ask PG&E to light all pilot lights and check equipment for proper operation.

Note: NEVER use candles, light matches, or smoke cigarettes when there is a natural gas emergency.

Fire Alarm System Failure

In the event that the fire alarm fails, immediately call the Director of Site Operations and Principal's Supervisor to consult regarding next steps.

HVAC Failure

1. Notify the Site Operations Manager; they take the necessary steps to correct any failures of the HVAC system.

2. If determining the repairs cannot be made in a timely manner or beyond the scope of in-house capabilities, the Site Operations Manager will contract the work out to the appropriate HVAC vendor.

3. Notify teachers/staff and tell them approximately how long this will affect the school.
   Note: In extreme weather conditions portable heat or AC will be set up at the site where the failure has occurred.

4. After repairs are made, notify the teachers/staff.

Water Failure

1. In the event of commercial water service failure, the following steps will be taken:

2. Call the EBMUD Emergency Services number, **1-866-403-2683**, and ask for an estimated time that water service will be restored

3. Notify the Director of Site Operations
   Site Operations Manager Telephone number: **Cell: (510) 282-5687**

4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for potential school closure.

5. Notify all Staff regarding the length of the service outage as well as response plans.

Sewage Back-up

In the event of a sewage back-up, notify the Site Operations Manager immediately.

If it has been determined that the **main** sewer line is broken or rendered unusable, the Site Operations Manager will call the appropriate plumbing contractor to repair/restore service.

In the case of a main sewer line break, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for school closure.

Note: It may be necessary to shut off all water in the facility to keep sewage waste to a minimum. This decision will be made by Principal and Site Operations Manager.

If the area of stoppage has overflowed, the plumbing contractor will pump the effluent into a tank truck and sanitize the effected area.

Triage and Medical Care

The First Aid Team for this site will be coordinated by **the Assistant Principal.** If he/she is not available, the Principal shall designate a staff member to serve as coordinator.

The Principal will inform the First Aid Team Coordinator of the location of all persons requiring medical treatment.

The First Aid Team Coordinator will designate an area for the treatment of casualties. If necessary, a separate area, preferably away from the treatment area will be designated as a morgue.

The closest medical facilities are listed in Appendix A.

The Medical Coordinator will organize the triage and treatment functions to ensure that all casualties are evaluated and treated in an expeditious and appropriate manner.

Search and Rescue

Staff has not received training for search and rescue operations. The Fire Department will conduct search and rescue. The Fire Department Dispatch numbers are located in Appendix A.

Building Security and Reoccupation

After all staff members and others have been evacuated, the Principal will lock the doors of the building to ensure that people do not attempt to re-enter the building unless it is determined safe to do so.

The Principal is responsible for evaluating the safety of the building or coordinating the assistance of outside agencies to evaluate the safety of the building. This evaluation must be performed prior to allowing employees and others back in the building.

Securing of Property:

If the building is not to be re-occupied, the Principal will be responsible for the overall securing of the property.

Emergency Equipment

Administrators and other staff assigned radios shall keep them accessible at all times when they are at school. During an emergency, staff assigned radios shall retain the equipment on their person and active at all times (24 hours per day) until the emergency is over.

Emergency Supplies

Every EFC classroom will be equipped with Emergency backpacks or buckets with the following supplies.

- Bandages (variety of sizes)
- Hydrogen Peroxide
- Premium Rolling Backpack (EP-FLEX4R)
- SOS Emergency Food Ration - 2400 Calorie (x5)
- Mainstay Emergency Drinking Water Pouch - 4.22oz (x30)
- Emergency Attendance Form
- EMR2000 Multi-Function Emergency NOAA Radio
- Emergency Whistle with Carabiner - 125db
- Heavy-Duty Work Gloves - Pair
- Emergency Survival Blanket (x3)
- Plastic Sheeting - 9' x 9'
- Plastic Tarp with Grommets - 5' x 7'
- Hand Sanitizer - Antibacterial - 8oz - 62% Alcohol
- Cleansing Towelettes (Box of 100)
- Nitrile Gloves - Pair (x2)
- First Aid Kit in Small Pouch - 100 Piece
- Clipboard
- Duct Tape

Emergency Inventory List for Container

Each EFC school site will have an Emergency Container equipped with Emergency Supplies in case of school closure due to an emergency.

- 4 Emergency Ration (24) Calories Bars
- 12 Emergency Water Boxes (w/straws)
- 1 Box of Water Purification Tablets (50 ea.)
- 2 Light Sticks – Green (12 hour)
- 5 Emergency Blankets
- 1 AM/FM Radio/Lantern Light Solar & Battery Operated
- 1 Box Waterproof Matches
- 1 Tent
- 5 Emergency Candles
- 1 Pry/Crow Bar (15”)
- 5 Tissue Packs
- 12 Sanitation Bags
- 1 Package of Toilet Chemicals
- 1 5 Gallon Container
- 1 Snap On Toilet Seat
- 1 Pair Work Gloves with Leather Palm
- 2 Pairs Vinyl Gloves
- 5 Dusk Masks
- 1 Whistle with Lanyard
- 1 First Aid Kid
- 1 Duct Tape
- 1 Water Preserver 5 Year Concentrate

Emergency Prevention Schedule

Due to the rapid change of staffing and students at EFC the following will be practiced:

- Fire (Room Evacuation) **Monthly**
- Earthquake/Disaster (Duck, Cover and Hold, and Room Evacuation) **Semi-Annually**

Business Offices and Non-student care areas:

- Fire drill conducted annually
- Disaster Drill conducted annually

Appendix

Emergency Contacts

Education for Change Main Office: (510) 568-7936

On-Call Home Office Administrator Emergency Contact:

	Home Office Name	Cell Number
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Site Specific Emergency Phone Numbers:

[Site Name]

Principal:
Site Operations Manager:
Custodian(s):
Assistant Principal(s):

Emergency First Responder Phone Numbers:
Emergency – (Medical, Police and Fire) **911**
National Crisis & Suicide Hotline: **988**
Alameda County Mobile Crisis Unit (for mental health crises): **(510) 891-5600**
Local Police – **(510) 777-3211** emergency, **(510) 777-3333** non-emergency
Local Fire – **(510) 238-3856**
PG&E Emergency: **1-800-743-5000**
EBMUD Emergency: **1-866-403-2683**

Nearest Hospitals:

Children's Hospital
747 52nd Street,
Oakland, California 94609
(510) 428-3000

Alameda County Medical Center-Highland Hospital
1411 E. 31st St.
Oakland, CA 94602
(510) 437-4800

Kaiser Permanente Oakland Medical Center
280 W. MacArthur Blvd.
Oakland, CA 94611

(510) 752-1000

BOMB THREAT CHECKLIST

Telephone Procedures

Date:	*Time Received:*	

DATE: / / TIME RECEIVED: : AM/PM CONCLUDED: : AM/PM

- REMAIN CALM, BE COURTEOUS, LISTEN TO, AND DO NOT INTERRUPT THE CALLER
- GET ATTENTION OF ANOTHER PERSON - GIVE NOTE SAYING "CALL UC POLICE - BOMB THREAT" **9-911**
- IF YOUR PHONE HAS CALLER ID DISPLAY, RECORD NUMBER OF INCOMING CALL _____
- WRITE DOWN EXACT WORDS OF THE CALLER AND THREAT
- DON'T HANG UP THE PHONE. LEAVE LINE OPEN
- NOTIFY A SUPERVISOR

_____

_____

TRY TO KEEP THE CALLER ON THE PHONE AND TALKING BY ASKING THE FOLLOWING QUESTIONS

1. WHEN WILL IT EXPLODE? AT WHAT TIME?
2. WHERE IS IT LOCATED? WHAT FLOOR? ROOM?
3. WHAT DOES IT LOOK LIKE?
4. WHAT KIND OF BOMB IS IT?
5. WHAT WILL SET IT OFF?
6. WHY ARE YOU DOING THIS?
7. WHO ARE YOU?
8. ARE YOU AWARE THAT IT COULD KILL OR INJURE INNOCENT PEOPLE IN ADDITION TO THOSE YOU INTEND TO HURT? ☐ Yes ☐ No

DESCRIPTION OF CALLER (check all that apply)

Sex: Male ☐ Female ☐ Unknown ☐ Approximate Age_____

Voice	Speech	Language	Behavior	Background Noises
☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals
☐ Loud	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby
☐ Muffled	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds
☐ Nasal	☐ Hesitant	☐ Irrational	☐ Fearful	☐ General Noise
☐ Pitch-High	☐ Lisp	☐ Rational	☐ Laughing	☐ Guns Firing
☐ Pitch-Med	☐ Slow	☐ Slang	☐ Nervous	☐ Gymnasium
☐ Pitch-Low	☐ Slurred	☐ Uneducated	☐ Righteous	☐ Machinery
☐ Pleasant	☐ Stuttered	☐ Unintelligible	☐ Other:	☐ Music
☐ Raspy	☐ If Accented,	☐ If Foreign,		☐ Party
☐ Smooth	Describe:	Describe:		☐ Quiet
☐ Soft				☐ Restaurant
☐ Squeaky				☐ Talking

☐ Unclear				☐ Tavern/Bar
☐ Other				☐ Television

Name Of Person Receiving Call: _____
Phone Number Threat Was Received On: _____
Name Of Possible Suspect: _____

Trapped, Missing, Injured or Deceased Students Report

Instructions: Complete this form immediately following a program evacuation if you have left students in their room or office. Staff should send a runner with two copies to the Principal. Staff should wait for an available staff member to come by and retrieve the copies. Keep one copy for yourself. The Principal retains one copy and forwards one to civil authorities responding to the emergency situation.

Program_____Date_____

Staff name: _____ Room/Office number:_____

Current location of your Class or Office:_____

Number of students left in room or staff in offices:_____

Names (If Possible) of those left behind:

_____
_____
_____
_____
_____

Number apparently dead:____ Number gravely injured:____

Room Checked: Yes No

Number and Names of Injured Removed:____

_____
_____
_____

Number and Names of Deceased Removed: ____

_____
_____
_____

Number and Names of Those Taken to Triage: ____

Appendix F - (Data Analysis and Findings)

Safe School Plan Data Analysis Component

EFC School: Cox Academy
Completed by: Kenyana Booker
Date: 5/18/26

Comprehensive Safe School Plan compliance requirement:
An assessment of the current status of school culture at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included:
• Office Referrals
• Attendance rates/School Attendance Review Board
• Suspension/Expulsion data
• SCAI data

Prompt: Describe the data reviewed and key analysis points, and table of findings pertaining to the current status school culture at the school and at school-related functions. (This should be brief–feel free to cut and paste from last year's site planning notes.)

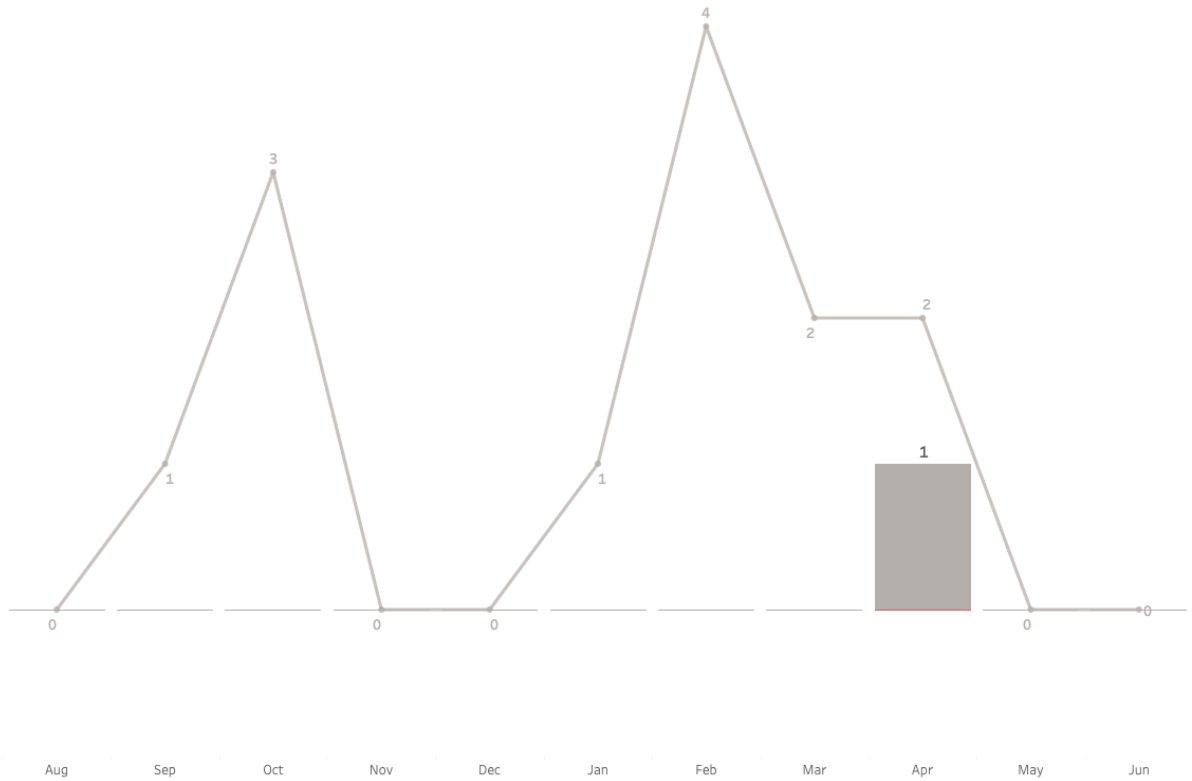
REQUIRED:

Referral / Suspension Data Snapshot from Tableau (EOY most recent school year)

Site Data (Cox)

	All Referrals	Other Referral	✓ KPI Goal: 1.0%
Cox	**1** referrals ▼ **0.2%** students (1 / 475)	**1** referrals ▼ **0.2%** students (1 / 475)	

Referrals Over Time (Bars = 2026, Line = 2025)



% of Students with 1+ Referrals

Use Consequence Type selector to change threshold.

	All	Other
TK	0%	
K	1%	1%
1	0%	
2	0%	
3	0%	
4	0%	
5	0%	

	All	Other
EL	0%	
EO	1%	1%
FEP	0%	
TBD	0%	
America..	0%	
Asian	0%	
Black or ..	1%	1%
Hispanic..	0%	
Native H..	0%	
Two or ..	0%	

	All	Other
Not SPED	0%	0%
SPED	0%	
Hernandez	0%	

% of Referrals

K	100%

Unknown	100%
Caused, A..	100%

Tuesday	100%

Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) - 3 or 4 sentences

This dashboard tracks student discipline referrals and compares the current school year's data to the same period in the prior year. We reviewed referral trends across grade levels and student groups using data collected through the school's behavior tracking system, including referral frequency, referral type, subgroup data, and monthly trends over time. During the analysis, we focused on identifying patterns by grade level, student subgroup, and time of year while monitoring progress toward our KPI goal of maintaining referrals below 1% of students. Overall, the data showed referrals remained low, with only 0.2% of students receiving a referral.

OPTIONAL: CHOOSE 1 OTHER DATA SOURCE:

2nd Data Source for most recent school year, from list above:

_____

Summary (YTD)

Met Target | Improved/Same | Decreased

Grade	School Year	Comparison Ye...	For HO Use
(All)	Current Year	1 year ago	(All)

Chronic Absence
What % of students missed at least 10% of enrolled days (CA 31-Day Minimum) this year?

	All Students		Black or African American
Achieve	7.0% (41 / 582)	Achieve	32.0% (8 / 25)
ASCEND	17.7% (92 / 521)	ASCEND	56.5% (13 / 23)
Cox	6.7% (31 / 462)	Cox	23.9% (17 / 71)
Latitude	27.8% (115 / 413)	Latitude	29.8% (14 / 47)
Lazear	6.6% (34 / 517)	Lazear	25.0% (8 / 32)
LWL	20.9% (71 / 340)	LWL	30.8% (12 / 39)
EFC	13.6% (384 / 2,830)	EFC	30.4% (72 / 237)

% ADA YTD
What % of students have attended school on average this year?

	All Students		Black or African American
Achieve	96.1% (543.3 / 565.5)	Achieve	91.9% (21.4 / 23.3)
ASCEND	93.6% (478.7 / 511.6)	ASCEND	87.4% (19.2 / 22.0)
Cox	95.0% (421.9 / 444.0)	Cox	91.4% (61.0 / 66.8)
Latitude	90.9% (356.6 / 392.4)	Latitude	88.5% (37.9 / 42.8)
Lazear	95.6% (490.4 / 513.2)	Lazear	93.0% (28.6 / 30.7)
LWL	92.7% (303.4 / 327.1)	LWL	90.2% (33.7 / 37.4)
EFC	94.2% (2,532.5 / 2,688.4)	EFC	90.5% (197.0 / 217.6)

Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) 3 - 4 sentences

This dashboard tracks chronic absenteeism and average daily attendance (ADA) across EFC schools and student subgroups, comparing current year data to the prior year. The data is collected through daily student attendance records and measures both the percentage of students missing 10% or more of enrolled school days and overall attendance averages. During the analysis, we focused on overall attendance trends, subgroup performance, particularly for Black or African American students, and progress toward attendance goals across schools. The data showed that Cox maintained strong overall ADA at 95% and relatively low chronic absenteeism at 6.7%, though subgroup attendance disparities remain an area of focus.

REQUIRED: Table of Findings

Finding	Measures taken / addressed by Safe School Plan
1. Behavior referrals remain low overall, with only 0.2% of students receiving a referral this school year. Referral data is regularly monitored to identify trends across grade levels, student groups, and referral types to ensure safe and supportive learning environments for all students.	Addressing behavior through restorative practices, clear schoolwide expectations and routines, proactive supervision systems, tiered behavioral supports, and ongoing behavior data analysis. Staff utilize de escalation strategies, co regulation strategies, student support plans, and family collaboration to proactively respond to student needs and maintain campus safety.
2. Overall student attendance remains strong, with Cox maintaining a 95% ADA and a chronic absenteeism rate of 6.7%. However, attendance disparities persist for Black or African American students, indicating a continued need for targeted attendance supports and family engagement.	The Safe School Plan addresses attendance concerns through daily attendance monitoring, family outreach, student wellness check-ins, attendance incentives, and regular review of chronic absenteeism data during leadership and student support meetings. The school also partners with families to identify barriers to attendance and provide targeted interventions and resources.

Appendix G - (COVID-19 Operational Parameters and Safety Precautions)

COVID-19 Operational Parameters and Safety Precautions
2024-25 School Year

Overview

In order to safely operate during the school year, EFC schools need to implement the most current safety guidance to support student and staff well being and decrease potential spread of the coronavirus.

The below precautions are based on the California Department of Public Health Respiratory Viruses Guidance.

Headlines:
In order to minimize cases of on-campus COVID transmission, follow these five key steps:

1. Self-screen for symptoms and exposure at home;
2. Wash/sanitize your hands frequently;
3. Keep the HVAC fan and/or HEPA filter in your room/office running the entire day;
4. Follow the CDC's guidance for preventing the spread of respiratory viruses when you're sick.

Facilities	
Topic	**Precaution**
Ventilation	● MERV 13 filtration/needlepoint bipolar ionization systems are installed in our classroom buildings/spaces with modern HVAC units. Keep the units running throughout the day. ● In spaces without modern HVAC units, run the HEPA filter throughout the day, keep door(s) and window(s) open at all times, and use a fan to circulate fresh air into the room. ● As temperatures and conditions allow, keep windows open in ALL classrooms to increase air flow. Students and staff should wear extra layers to allow this to happen. ● Replace all central HVAC system filters and HEPA filters at the frequency recommended by the manufacturer. ● See this list for information on our ventilation equipment.
Cleaning/hand hygiene	● Schools will ensure adequate supplies to support hand hygiene behaviors, including soap, tissues, no-touch trash cans, and hand sanitizers with at least 60 percent alcohol for staff

supplies	and children who can safely use hand sanitizer. ● Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.
School Wide Systems	
Topic	**Precaution**
Arrival System	**<u>Arrival Safety Precautions:</u>** ● Students/families and staff are **required to self-screen at home**.
Meals served on campus (Breakfast, lunch, snack)	● Schedule hand-washing or hand-sanitizing process before every meal/snack for kids and staff
Student Attendance	● Students/staff who develop any COVID symptoms shall be tested with a rapid antigen test either at home or at school (depending on where they are when the symptoms develop). ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms are likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) and likely related to an infectious respiratory condition, the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have resolved or significantly improved and they have again tested negative for COVID. **If their symptoms are significantly improved but not completely resolved, they should continue to wear a well-fitting KN95 or KF94 mask until their symptoms are resolved.** ○ If the individual tests positive, please follow the “Protocols for Positive Case” guidance in the next section.
Daily preventative routines	● Teach students to wash their hands for at least 20 seconds. ● Increase the number of times sanitizer is used in classrooms/buildings as well. ● Teach and reinforce covering coughs and sneezes with a tissue or one’s arm (not hands!) to help keep individuals from getting and spreading infectious diseases, including COVID-19.
General Safety	
PPE	**<u>Masks</u>:**

requirements	• **During "mask season"**, well-fitting face coverings are required indoor for students, family members, all school staff, and visitors. The Superintendent shall follow ACPHD recommendations regarding when to establish "mask season" and when to make indoor masks optional, and will notify all staff and families of changes to masking policies as transmission rates rise and fall.
	• Note that permissible face masks include:
	  ○ disposable 3-layer surgical masks;
	  ○ KN95 masks;
	  ○ non-valve N95 masks;
	  ○ KF94 masks
	IMPORTANT NOTE: Valved masks, bandannas, and fleece gaiters do not offer adequate protection and are NOT permitted. Cloth masks may be worn over surgical masks to improve the fit.
	• **Fit is important!** The mask should fit snugly against the individual's face.
	• Face shields are permissible as a substitute for cloth face coverings for staff and students who are unable to wear them for reasons of age and special needs. Face shields should be worn with cloth draped across the bottom and secured (i.e. tucked into shirt, tied around back of neck).
	
	Face-shields/goggles:
	• Eye-covering (face-shields) will be available to staff members upon request.

Cleaning, disinfecting	**High-touch items:** • High touch surfaces (eg. door handles, bathroom sink handles, water fountains, copier touchscreen, etc.) should be cleaned/sanitized multiple times a day. • During times of high rates of respiratory illnesses, teachers/tutors/paras should plan on disinfecting high-touch areas in their classrooms, custodials for larger buildings and common areas. • EFC Custodial Cleaning Instructions
COVID Testing	In accordance with CDPH Testing Framework for K–12 Schools for the 2022–2023 School Year and the accompanying Testing Framework FAQs, **the responsibility for COVID testing has mostly shifted to families**, with free kits provided by the state and federal governments. • **Surveillance Testing:** The CDPH has determined that it is not strategic for schools to continue with surveillance testing, except for periods when there is a significant COVID surge in the community. This means that **schools** will use the antigen tests primarily to test students and staff when they become symptomatic at school as well as students/staff who were in close contact with a COVID-positive individual at school. As a general rule, all other testing should be conducted in the student/staff member's home. • **Post-break Testing:** Per CDPH recommendation, all students and staff shall test **at home** prior to returning to school after each major school break (Summer, Thanksgiving, Winter, and Spring). Schools shall distribute free test kits to families to test their student(s) the day before and the morning of the return to school. Home Office staff will send multiple

	notifications reminding families of this responsibility during the last 5 days of every break. ● **Symptomatic Student Testing:** Students who develop any COVID symptoms **at school** shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.) ● **Unvaccinated Employee Testing:** Note that per the Governor's orders, **all unvaccinated employees must still test weekly** (rapid antigen tests permitted) and submit their proof of a negative test to HR.
Protocols for **students** with symptoms	● **Isolate**: In the case that a student shows signs of the virus during the day, schools will need a designated outdoor space (preferable) or room for students to wait in until they are able to be picked up. ● If using an indoor space, room must be ventilated and adult must be present with proper PPE and social distancing. ● Students who develop any COVID symptoms at school shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.) ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have improved and they have again tested negative for COVID. ● If a student tests positive, review positive case protocols below.
Protocols for **staff** with symptoms	● **Isolate:** In the case that a staff member shows signs of the virus during the day, **the staff member will need to alert their supervisor immediately** (and if applicable secure student supervision), and then depart the campus. ● Staff who develop any COVID symptoms at school shall be tested with a rapid antigen test. ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may continue to work, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to work 24 hours after their symptoms have improved and they have again tested negative for COVID. ● If a staff member tests positive, review positive case protocols below.

Protocols for Positive Case	• **If an individual tests positive, they should follow the ACPHD recommendations in the 2nd tab of our Quarantine and Isolation Guidance.** • Notify the families of students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their infectious period*. See this folder for individual notification templates in multiple languages; during COVID surges, use periodic group notifications rather then individual notifications (see * below). • Inform close staff contacts verbally and in writing the same day that you become aware of the exposure **(do not disclose the identity of the individual who tested positive)***; • Notify all close contacts of the positive case on campus in writing within 24 hours (do not disclose the identity of the individual who tested positive). ***IMPORTANT NOTE: CDPH recommends that in lieu of individual/class exposure notifications, schools should consider providing a general notification to the entire school community during times of elevated community transmission of COVID-19.** Use the "General Surge Notification" templates available in multiple languages in this folder for this purpose. This communication can alert all to the increased potential of being exposed to COVID-19 due to a rise in cases among school and community members, and remind all to monitor for symptoms and get tested.
Protocols for Close Contacts	• In the event that a student or employee has close contact with a positive case, please consult the Quarantine and Isolation Guidance to determine whether the individual needs to quarantine at home; AND • If the individual exposed to a close contact is a staff member, notify them verbally and in writing the same day that you learn of the exposure.
Protocol for classroom or school outbreaks	• Per CDPH, broad disruptions to in-person learning, such as temporary school or classroom closures, due to COVID-19 should remain a last resort and considered only after all available resources have been exhausted, and **only after conferring with local health officials.** • **No class shall be placed on home quarantine without prior approval from the Superintendent (who shall confer with local health officials in the event of a significant outbreak).**

Appendix H - Board Policies

Appendix I - Instructional Continuity Plan

Effective Date: July 1, 2025

1. Introduction

This Instructional Continuity Plan (ICP) outlines Education for Change Public Schools' ("EFCPS") approach to maintaining educational services during emergencies or natural disasters, in compliance with California Education Code Section 32282(a)(3), as amended by Senate Bill 153 (2024). The plan ensures that all students have access to quality instruction and necessary support services during disruptions.

2. Communication Protocol

Within five calendar days following an emergency, EFCPS will implement the following communication strategies to establish two-way engagement with students and families:

- **Communication Channels:** Utilize multiple platforms, including phone calls, emails, SMS, the LEA's website, and social media, to disseminate information.
- **Content of Communication:** Provide updates on the nature of the emergency, its impact on school operations, and available resources for social-emotional, mental health, and academic support.
- **Feedback Mechanism:** Establish dedicated hotlines and online portals to receive inquiries and feedback from families, ensuring concerns are addressed promptly.
- **Accessibility Considerations:** Ensure all communications are accessible to non-English speakers and individuals with disabilities by providing translations and alternative formats as needed.

3. Instructional Access Plan

EFCPS commits to resuming instruction within ten instructional days following an emergency through the following methods:

- **In-Person Instruction:** If facilities are safe and accessible, prioritize the return to face-to-face teaching, implementing necessary safety protocols as guided by local health authorities.
- **Remote Instruction:** When in-person learning is not feasible, transition to remote instruction in alignment with independent study statutes (Education Code sections 51747

and 51749.5). This includes:

- **Curriculum Delivery:** Utilize online platforms such as Google Classroom, Clever, and Zoom to deliver synchronous and asynchronous lessons.
- **Progress Monitoring:** Utilize informal checks for understanding, formative assessments, and online platforms such as iReady to monitor student learning progress and screen for the risk of reading difficulties, in accordance with EC Section 53008.

- **Resource Distribution:** Provide students with necessary materials, including textbooks and digital devices. For those lacking internet access, arrange for printed packets and alternative resources.

- **Attendance and Engagement:** Monitor student participation through daily check-ins and assignments, maintaining records in accordance with state guidelines.

4. Support Services

To address the holistic needs of students during emergencies, EFCPS will provide:

- **Social-Emotional and Mental Health Support:** Offer counseling services via virtual sessions or in-person meetings when possible. Share resources for external support agencies and maintain regular communication to assess student well-being.

- **Academic Assistance:** Implement virtual tutoring sessions, provide additional office hours, and supply supplementary learning materials to support academic progress.

- **Special Populations Support:** Ensure that students with disabilities, English learners, foster youth, and those experiencing homelessness receive tailored support services, including appropriate accommodations and access to specialized staff.

5. Technology Integration

To facilitate effective remote learning, EFCPS will:

- **Device Provision:** Distribute laptops or tablets to students and staff as needed, ensuring all participants have the necessary tools for online learning.

- **Internet Access:** Provide mobile hotspots or collaborate with community partners to offer internet access to families without connectivity.

- **Technical Support:** Establish a helpdesk to assist with technical issues, offering support via phone and email.

6. Professional Development

EFCPS will offer ongoing training for educators and staff to effectively implement the ICP, focusing on:

- **Remote Teaching Strategies:** Provide workshops on best practices for online instruction, student engagement, and digital classroom management.

- **Technology Proficiency:** Train staff on the use of educational technology tools and platforms to enhance remote teaching and learning experiences.

7. Plan Evaluation and Revision

This ICP will be reviewed and updated annually to incorporate feedback from stakeholders and lessons learned from past implementations. Following implementation during an emergency, EFCPS will assess the plan's effectiveness and make necessary adjustments.

Appendix J - School Overview and Incident Command Team

School Overview

The School's current enrollment is 433 students in grades TK through 5. The campus consists of two buildings and 21 classrooms currently sharing the campus with an Oakland Unified School District school (Reach Academy). The total number of students on the Cox Academy campus at any given time is 433.

The total number of Employees on the Cox Academy Campus is 60. Employees on site consist of:

- 4 administrators
- 2 family/behavior support staff (Student Support Assistants, Dean of attendance,)
- 3 Academic Deans (Tk-2, 3-5 ELA, S3 Coordinator)
- 24 certificated/classroom teachers (includes 2 Alder residents)
- 3 Specials Teacher (Art, Dance, Music)
  7 non-certificated specialist (Tutors, Speech Therapists, School Psychologist, Instructional Aids)
- 3 Ed Specialist
- 2 office and tech support staff
- 4 SPED paras (2 EFC staff + 1 Seneca staff)

- 3 non-EFC staff members (Clinical Therapist)
- 2 maintenance and custodial staff
- 2 cafeteria staff
- 2 extended learning staff members

The master schedule, along with daily attendance, the student and visitors' sign in and out logs are maintained in the main office.

Emergency Preparedness Plan 26-27 – Assigned Staff

Incident Commander	Working directly with the Lead Ops Team, directs the incident management activities using strategic guidance provided by the Policy Group.	Kenyana Booker
Lead Ops Team	Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.	Kenyana Booker Sophia Ramirez Kristina Hargreaves Josie Williams

Operations Strike Teams - Search & Rescue Chief: Kenyana Booker

Search & Rescue Teams	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers. ▪ ICS Safety Officer may halt any search and rescue operation he/she deems unsafe to conduct.	**Team Director** Josie Williams (Backup: Jenna Vinson) **Team 1** Domo Lowery (lead) Kavitha Senthil **Team 2** Jurone Pullman Jovana Sanchez (lead)

Facility & Security Response Team	The Facility & Security Response Team is responsible for: ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating Fire/HazMat. ▪ Assessing and notifying officials of Fire/HazMat. ▪ Conducting perimeter control.	**Team Director** Carlos Vargas **Team** Nelson Landaverde Andrea Flores-Gomez

Operations Strike Teams - Facilities Chief: Sophia Ramirez (Backup: Josie Williams)

Evacuation/ Shelter/ Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.	**Team Director** Monique Ochoa-Andrade **Team** Mia Riley Samalizmar Cruz-Monell Iris-Helm Hernandez

First Aid Team	First Aid Teams provide triage and first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area(s) for students. ▪ Assessing and treating injuries. ▪ Completing “master” injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students and other disaster victims.	**Team Director** Diane Tadano **Team** Mulu Senshaw Jose Mendoza Lucille Montalvo

Operations Strike Teams - Student Care Chief: Kristina Hargreaves

Crisis Intervention Team	The Crisis Intervention Team is responsible for: ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.	**Team Director** TBD New Hire **Team** Trinity Morton Roxas Tumaneng Eve Robleto

Student Release Team	Reunification refers to reuniting students with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.	**Team Directors** Mayra Tejeda **Team** Teisha Davis Jenna Vinson Nicole Ontiveros

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Appendix K - Procedures for Safe Ingress and Egress

Arrival

- Cox Academy arrival is from 7:45 am AM. No student may be on campus or waiting outside campus before 7:45 AM as it is not safe.
- To ensure safety the only entrances available are on Sunnyside Street.
- Families dropping off students in cars:
    - Families may drop off students at the front of the school on Sunnyside Street
    - If you plan to walk your student into school, you cannot block the main arrival entrance to the school. You must use street parking along the curb on streets in the vicinity to walk your student in.
    - Families may not double park to walk students into school. This blocks traffic and forces students to be late to school.
- Breakfast will be served in the cafeteria starting at 7:45 AM. Students who eat breakfast should arrive by 8:10 AM to have enough time to eat breakfast before school starts. The cafeteria closes at 9:30 AM sharp.
- Any student arriving before 8:25 AM must go directly to the cafeteria.
- After students arrive on campus, they are not permitted to leave campus.
- Any student not in the classroom by the 8:30 AM bell is tardy and must get a tardy pass from the office.

- No pets should accompany parents onto campus for dismissal, arrival or any other time they are visiting campus.

Dismissal

- Dismissal times
    - On regular days (M, Tu, Th, and Fri)
        - Kinder - 5th grade students are dismissed at 3:05 PM and
        - TK students are dismissed at 2:15 PM
    - Wednesdays and minimum weeks
        - TK-5th students are all dismissed at 1:15 PM
- No students will be released from school without a parent signature. If a student is ill, they must be picked up by an approved family member; they will not be permitted to leave alone. This applies to all students TK-5th.
- At 3:25 PM, if the student hasn't been picked up, the teacher walks students to Main Office to wait there.
- Students who are not attending the after school program need to depart campus no later than 10 minutes after dismissal.
- Parents picking up students early from school, must go to the office to check their student out, and wait for their student there. The only reason a student should leave early is for an appointment, family emergency, or due to illness. Students will not be released prior to a family member arriving and office staff will not walk students out or send them out.
- To ensure a safe dismissal, students will not be permitted to be signed out early after 2:45 PM on a regular school day and 12:45 PM on an early release day without proof of an appointment.
- Students are not allowed to leave alone.

Late-Pickups

All students who are not in the After School Program (ASP) must be picked up or walk home within 10 minutes of dismissal time. Students who are not picked up within the first 10 minutes of dismissal time are considered to be a late pick-up. Families will be contacted to pick their child up. After three late pick-ups, the administration will schedule a conference with the family of the student to problem-solve regarding pick-up. Chronic failure to pick students up on time will result in additional steps including meeting with administrators and eventual contact of CPS. Students may not wait outside the school without supervision before or after school hours.

Closed Campus

Cox Academy is a closed campus. Once students arrive at school, they may not leave the campus without parent/guardian ("parent") permission to be dismissed early. Staff should not bring students off campus unless the leave is part of a field trip

Visitors:

- All visitors must report to the office, sign in using the visitor's log, and wear a visitor's ID badge.
- All visitors must sign out in the front office before leaving campus.
- All staff members on campus should direct all visitors to the front office to sign in and receive a visitor's pass.
- Any deliveries (lunches, jackets, etc.) to students should be made through the office.
- No pets should accompany parents onto campus for dismissal, arrival or any other time they are visiting campus.
- We expect our parents and families to treat all students and staff members with respect, use appropriate language, and conduct themselves professionally. If this is violated, the ability to be a volunteer or visitor at the school may be revoked.

Special Needs Population

The District and School are committed to serving the needs of our students and staff with functional and access needs. The School's current population of students and staff with special needs is 54 students with IEPs (Individual Educational Plan) and 0 staff. This number could increase should students or staff members suffer a temporary disabling condition.

Appendix L: Procedures for Notifying Teachers of Dangerous Pupils

The school shall use the following procedures to notify teachers of dangerous pupils, pursuant to Education Code 49079:

When Education for Change Public Schools becomes aware that a student has engaged, or is reasonably suspected to have engaged in any act during the previous 3 years that could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, the School shall create a separate and confidential file for the student. The information in the file shall contain written school records maintained in the ordinary course of business or information from a law enforcement agency.

When a student has been assigned to a teacher, the Principal shall provide the teacher with information that a student on that teacher's roster has engaged in or is believed to engage in these acts. The teacher will be asked to review the student's confidential file using EFC's established platforms. Teachers with access to this information will be reminded to keep the information in strict confidence and not to disseminate the information to anyone else, including verbally. This information will also be shared with all certificated personnel with direct supervisorial or disciplinary responsibility over the student, including Education Specialists, classroom teachers, coaches, and counselors].

Appendix M: Student/Family Handbook (Includes Dress Code and Discipline Policies)

2025-2026 Student/Family Handbook

A Note from the Principal

Dear Cox Academy Families,

Thank you for taking the time to review the Cox Academy & Education for Change Family and Student Handbook. This guide was created to support you and your child by outlining key policies and practices that help us build a strong, safe, and thriving school community. While it's not exhaustive, it covers many of the topics that commonly come up for families and students.

As the Principal of Cox Academy, I want you to know that our team is deeply committed to partnering with you in support of your child's growth and success. When schools and families work together, students benefit—and we're here to build that partnership with intention and care.

I encourage you to read through this handbook with your child(ren), and take a few moments to talk about what it means to be a part of the Cox Academy community. We believe in your child's potential, and we're here to help them thrive academically, socially, and emotionally.

Thank you for being part of our school family and for taking the time to understand the values and expectations that guide our work. If you have any questions or need support, please don't hesitate to reach out to us at (510) 904-6300.

In partnership,
Kenyana Booker
Principal, Cox Academy

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About Education for Change & Cox Academy

Founded in 2005 by experienced educators and entrepreneurs, Education for Change (EFC) is a non-profit public benefit corporation. As a charter School Management Organization, EFC operates public elementary schools designed to offer a high quality education at no cost to Parents. EFC serves ethnically and economically diverse student bodies. EFC currently operates six schools in Oakland: Cox Academy, Achieve Academy, Learning Without Limits, ASCEND, Lazear Charter Academy, and Latitude High School.

What is a charter school?

Charter schools are schools of choice: Parents select the school their child attends. Families and community members are welcomed in charter schools and are treated as partners in their child's education. Charter schools are held accountable for student achievement by Parents, authorizers, and the state. This accountability leads to quality schools and high achievement; research shows charter schools do a better job increasing student achievement than traditional public schools. Charter schools are performing particularly well in areas in California known to have struggling public schools.

By working in an environment that values innovation, charter school teachers and staff have the opportunity to have a real impact on students and colleagues. Charter schools provide teachers with the freedom and flexibility to innovate to best meet their students' needs. Staff experience less bureaucracy, greater autonomy, and have the support of Parents who help to discover fresh approaches to their student's education. And members of the community can be involved, too, by volunteering or serving on a charter school's governing board.

Charter schools across the state are positively impacting students, resulting in improved achievement.

EFC Mission Statement

The mission of Education for Change is to provide a superior public education to Oakland's most underserved children by relentlessly focusing on our students' academic achievement through high-quality, rigorous instruction and prepare them to make thoughtful and informed choices that will get them on a path to success for life.

EFC Vision Statement

Our vision is to create catalytic change across the country that will help to transform urban public schools into high performing organizations for the children that are most dependent.

Cox Academy Mission Statement

At Cox Academy, we believe every student can make a difference in the world.

Our mission is to empower every student to go out and change the world, starting with being their best self right here at school, at home, and in their community.

We work together: teachers, families, and students, to help every child grow in knowledge, confidence, and leadership.

We care about who our students are, where they come from, and where they're going. We support them with love, high expectations, and a strong education, so they're ready to chase their dreams and lead with heart.

Cox Academy Vision Statement

Cox Academy exists because of the power, resilience, and love of the families in East Oakland neighborhoods—and we leverage that strength in all we do. We ensure every family feels seen, heard, and valued. Through warm welcomes, shared decision-making, and celebrations of culture, we foster a sense of belonging for all.

We build trust by listening actively, seeking feedback, and creating safe spaces for honest conversations where families and staff grow together. We hold ourselves accountable by following through on commitments, addressing concerns with urgency, and consistently showing up with respect.

At Cox Academy, we believe every child's success is a shared responsibility. That's why we partner with families to support each student's academic, social, and emotional development. Guided by reflection, data, and community feedback, we continuously improve how we serve and engage those we support.

Relationships are at the foundation of this vision and work. Building those initial connections with families is our responsibility, first and foremost. As the first teachers of their children, families deserve meaningful, culturally relevant engagement—so we can truly partner with them in a collaborative effort to deliver for their child every single day. We reach out to our community, rather than waiting for them to come to us. We also work relentlessly to create opportunities for connection and belonging within our school—through events and experiences where parents feel safe, welcomed, seen, and represented. These are spaces where power is shared, and family voice is not only encouraged but actively pursued.

We strive to equip students with the academic, personal, and social-emotional resources necessary to be critical thinkers, problem solvers, and peace change-makers in our community. We provide unconditional education to all students, recognizing that all of our students deserve to be equipped with the tools and skills necessary for success in and out

of the classroom, including:

- Culturally relevant curriculum that fosters a love of learning;
- Rigorous and language rich instruction that leads to mastery of grade-level academic standards;
- Creating opportunities for students to develop a sense of agency over their learning process and contributions to their community;
- Equitable supports to ensure that every student excels on their unique learning trajectory.

Cox Academy Habits of Performance and Character

- **Pride:** Take care of yourself, others, and your school
- **Perseverance:** Keep trying, even when it's tough
- **Productivity:** Stay focused and get things done
- **Courage:** Stand up for yourself and others
- **Compassion:** Show kindness and empathy towards others
- **Collaboration:** Work together to achieve a common goal

EFC Board of Directors

EFC recruits qualified and appropriate candidates for the board from education, non-profit, community, business, and legal organizations. The current board is diverse in skill sets, perspectives, and backgrounds, and it can fully and responsibly govern the organization and schools while maintaining a unifying and passionate commitment to the vision and mission of EFC.

The EFC Board of Trustees will consist of at least five but will not be more than eleven voting members. The board has appointed a President, Treasurer/Audit Committee, and a Secretary. Board agendas are posted at all sites 72 hours before the meeting and minutes are posted after approval. These can also be found on our website.
The Board of Directors of EFC is responsible for the following:

- Ensuring the legal and fiscal well being of the organization and each school.
- Hiring and evaluating the EFC Chief Executive Officer.
- Approving and monitoring the implementation of policies of the organization.
- Developing and monitoring an overall operational business plan that focuses on student achievement.
- Approving and monitoring the organization's annual budget and fiscal policies.
- Acting as fiscal agent. This includes the receipt and management of funds for the operation of the organization in accordance with all applicable laws and the mission statement of the organization.

- Contracting with an external auditor to produce an independent annual financial audit according to generally accepted accounting practices.
- Regularly measuring the progress of both student and staff performance.
- Encouraging active involvement of students, parents, grandparents and the community.
- Performing all of the responsibilities provided for in the California Corporations code, the Articles of Incorporation Bylaws, and this charter as required to ensure the proper operation of the organization and member schools.

Cox Academy Hours of Operation

The school office is open from 8:15 am to 4:00 pm on all school days.

School hours are 8:30 am to 3:05 pm for grades K-5 and TK will dismiss at 2:10 PM, except Wednesdays are minimum days, and all students are dismissed at 1:15 pm. Please refer to the Cox Academy school calendar for all minimum days (1:15 pm dismissal), as there are other minimum days throughout the year (beyond Wednesdays) for teacher planning time and Parent/teacher conferences.

Arrival

Cox Academy opens its doors for students at 7:45, however students are strongly encouraged to arrive at 8:10 am. Arrival is from 7:45 am - 8:25 am. Before 7:45 am, and after dismissal, we have no assigned supervisory staff and cannot supervise students. Students must leave campus at dismissal unless a plan is arranged with their teacher.

Breakfast is served in the cafeteria between 7:45 am - 8:10 am for Early Arrival. Breakfast is open to students arriving for regular arrival at 8:10 am.

Early Dismissal of Students

Students leaving before the end of the school day are dismissed through the school office. They are not allowed to wait in front of the building or to enter cars unless accompanied by a Parent. These rules are necessary to ensure student safety. You must come to the office to sign your child out. For safety during dismissal, students must be signed out before 2:45 PM.

You must send a note each time there will be a change in your child's dismissal time or procedure. We will ask to see identification of any person we do not know and will not release a child to a babysitter, step-parent or friend without prior authorization. We will follow the child's normal routine without a note from the Parent.

Rainy Days

Please make sure that you discuss a rainy day procedure with your children. All students are dismissed as usual on rainy days. Students waiting to be picked up are to wait in the Cafeteria of the main building.

Dismissal

It is imperative that you have a clear plan for daily dismissal. Children at Cox Academy get home in many different ways (i.e. picked up from class, walked home by a sibling, walk home with a friend, etc). Please make sure that you communicate your plan with your child's teacher in written form. Please note that the Cox office staff CANNOT page for your child on a daily basis. We also cannot allow students to call home on a daily basis. These supports will only be used for emergency situations. Please make a clear plan with your student regarding a pick up location as needed.

Dismissal Location

Main Entrance (Front of School)	TK Kindergarten First Grade Second Grade:
Gate Dismissal	Third Grade Fourth Grade Fifth Grade

Walkers Procedures

Children who walk or ride bicycles without adult supervision (grades 3 - 5 only):

If your child is a responsible 3rd - 5th grader and will walk or ride a bicycle to or from school without adult supervision, please complete and return the "Walker Agreement" to school. Students must live within a 1-mile radius or no longer than a 20-minute walk from Cox Academy. Our Site Operations Manager will send out updatedIndependent Walkers to all staff. Students not listed will not be permitted to travel to and from school without an adult.

Pick up by older siblings

Students in TK - 2nd may walk home with their older siblings if agreed upon by the Parent and a member of the Admin Team.

Cox Academy reserves the right to prevent students from walking home without adult supervision if there is a safety concern.

Walker Agreement and Application for Independent Walkers

Attendance

Attendance at school is directly related to achievement and success in school. As a parent or guardian, you are obligated to send your child to school.

Education for Change uses a data management program called Illuminate which supports our school in monitoring student attendance. Parent/guardians must send a note and/or telephone the school to clear all excusable absences within 72 hours. Failure to excuse the absence results in an unexcused absence on your child's record.

Reporting/Clearing an Absence

- If your child will be absent, please phone the main office or stop by the main office to notify and give reason to absence.
- If your child is marked absent and the office has not received a phone call or notice of absence, you will receive a call from the school.
- Absences must be cleared within 3 days; otherwise it will be considered an unexcused absence.
- Repeated absences for health reasons will require a doctor's note
- Students may be withdrawn from classes and placed on inactive status if 10 consecutive days of absences occur (5 to start the year) and the Parents have failed to contact school staff to make arrangements.

Excused Absences

The following conditions may excuse a student from school attendance:

- Personal illness or injury (A Medical Verification note may be required by the school attendance clerk or school principal.)
- Severe family illness, an emergency situation requiring the student to be absent from school, which requires a doctor's note
- Quarantine of the home by local health officials
- Death of a relative (limited to three days, unless reasonable cause can be shown for a longer absence)
- Observance of a religious holiday, consistent with student's established beliefs or creed

Truancy

- In California, all children are required by law to attend school between the ages of 6 and 18, and must have good attendance records as well. If the student is under the age of 6, the school is still required to follow the same procedure as student becomes our responsibility to stay in school.
- 3 Unexcused Absences and/or tardies more than 30 minutes will generate a School Attendance Review Team meeting to implement an attendance contract.
- Failure to meet expectations of attendance contract will lead to SARB at the District Home Office where a plan will be developed. If that plan is not completed, the Parents may be referred to the Alameda County District Attorney.

Tardies

- Students will be marked tardy if they are not in their classrooms after the 2nd morning bell at 8:30 AM. Habitual tardiness, according to California law (Ed Code. 48260-48273), is truancy and will be treated as such.
- Students are considered tardy when they arrive after the second bell rings and within 29 minutes of class the students are considered tardy. After the 30 minutes it is considered as a truant tardy. Student must pick up a tardy pass from the office before entering class.
- Any tardy over 30 minutes, except for medical reasons, is also unexcused.
- If your child is arriving late to school for any reason, the parent or guardian must call the office before the student's arrival. The student MUST pick up an "admit to class" pass from the office before entering class; otherwise it will be considered an unexcused absence.

Chronic Absence and the School Attendance Review Team

Any student who is absent (Excused or Unexcused) for more than 10 percent of their days enrolled is considered chronically absent. Chronic absence causes extended loss of instructional time. Extended loss of instructional time leads to students falling behind and possible retention. In a case where a student is chronically absent, a meeting will be held with the Student Attendance Review Team (SART) to create a contract to improve student attendance. If absences continue to occur, and the family does not show up at school to participate in the SART meeting, the school will conduct a home visit to ensure family communication happens in regard to ongoing challenges around absences or tardies. The school may also refer the family to a Student Attendance Review Board (SARB) at the District Home Office, where a district level plan will be developed. If that plan is not completed, the family may be referred to the Alameda County District Attorney.

The state law states that absences are only excused if the child is ill or there is a death in the family (1-3 day limit). All other absences are unexcused. Any tardy over 30 minutes, except for medical reasons, is also unexcused.

It is the EFC (Education for Change) policy that a doctor's note is required for three consecutive days of absence. If EFC feels that your child is excessively absent (over 10%), we can require a doctor's note for every absence.

Our teachers work very hard to ensure that your child receives the best education possible. This can only be done if your child is in school, on time, every day when s/he is healthy. Students who are absent on a consistent basis are more likely to be candidates for retention. Your child deserves an outstanding education.

Please remember that for us to do our jobs your child must attend school regularly. A good solid foundation is critical to your child's future academic success.

Independent Study

In extreme emergencies, on a limited basis, you may request permission for approval of an Independent Study from the school Principal. If a student is going to miss school for more than two days, the student's guardian must let the office know at least 2 weeks in advance so that class assignments can be provided and the guardian can sign an Independent Study Contract. An independent study is provided as an alternative instructional strategy, not an alternative curriculum. Independent study students work independently, according to a written agreement and under the general supervision of a credential teacher. Independent Study is approved at the discretion of the Principal.

Emergency and Medical Information

Parents are required by state law to fill out an Emergency Medical Authorization Form. These are kept on file in the office and used in emergency situations. There will be multiple opportunities to complete this form prior to school starting and during the first few weeks. It is very important that you complete this form accurately and ensure that it is returned to the main office. If your child is injured at school and we cannot reach you, we will use the information on this form to find an emergency contact.

It is your responsibility to inform the school of any changes in residency, custody, home/work phone numbers and emergency contact information.

Medical Concerns – Allergies

It is imperative that all school personnel know of any type of allergy your child has, such as bee stings or foods. This information should be provided to the school office manager as well as your child's teacher, who will see to it that the appropriate personnel are notified.

Illness / Injury at School

It is important that students are not sent to school with a fever, diarrhea, or if they are vomiting. It is advisable to keep a child home until they are fever free for twenty-four hours without benefit of a fever-reducing medication.

If you and the other people on your emergency contact list are to be away from the phone and therefore unable to be reached, please designate a person we can call temporarily in the event of an illness or accident at school.

Mental Health

If you have concerns about your child's mental health, please talk to the front office staff to schedule an appointment to speak to an Administrator about your concerns. If you are a student and would like to talk to a counselor, please ask one of your teachers for a referral and/or talk to the front office staff to schedule an appointment with an Administrator.

Sucide Prevention Policy

The purpose of this policy is to protect the health and well-being of all Cox students by having procedures in place to prevent, access the risk of, intervene in, and respond to suicide. Please click the link below to access the Education for Change Public Schools Sucide Prevention Policy.

Education for Change Public Schools Sucide Prevention Policy

Community and Family Expectations

At Cox Academy, we welcome all families into our school community. We believe that families are an integral part of their child's education, and we encourage families to participate in school events and in their child's classroom.

We also have a code of conduct that all adults are expected to follow, as role models for our students, to ensure that our campus is safe for everyone. As Cox families, you are on

our registered visitor list, and are welcome at all times. When you are on our school campus, you are expected to follow our community and Family expectations for the safety of everyone. Our expectations are as follows:

If any community or family members do not meet these expectations, a meeting with a Cox administrator will be scheduled to discuss the community expectation that was violated and possible consequences. Consequences may include receiving a 7 day or 30 day "stay away" order from the Oakland Police Department.

School Visitation

When you come to visit Cox for an extended stay (longer than picking up or dropping off a student), which includes (but is not limited to) meeting with a staff member, observing in a classroom, or bringing your student an item or items, you are required to sign in (and out) in our main office, and wear a visitor badge during your visit at all times.

Families are not permitted to visit their child during lunchtime. Please be aware that this procedure is in place for the safety of every child at our school. We are an open campus and encourage you to visit our school between 9 AM - 2 PM. We ask that you come during these times so there are no distractions during our busiest transition times.

Cox Academy offers a number of classes and workshops for our Parents and community members. When attending these classes/workshops, please sign in/out and wear that appropriate identification badge for that program as well. Badges need to be returned at the end of the class.

It is also important that classroom instruction not be interrupted during school visits. If you are observing in a class, it is important that you limit your interactions with students, so that they can focus on learning. Please also do your best to refrain from pulling students from class to discuss family related matters. This should only happen in extreme emergencies.

Please refer to the EFC Visitor Policy for further information regarding school visitation at Education for Change Public Schools.

Teacher/Staff/Admin Communication At School

During school hours, if you would like to communicate with your child's teacher, you are required to schedule an appointment with them, with 24 hour advance notice. Of course, if your child's teacher has time to meet with you with less notice, they will try to accommodate that. It is very important that instruction time not be interrupted when scheduling meetings with teachers, or communicating concerns. All teacher communication should be scheduled for before or after school.

You can also schedule an appointment to meet with an Administrator with 24 hour advanced notice.

Home-School Communication

Home-School Communication/School Publications

You will receive many pieces of information from our school. One common form of communication is through notes/flyers from teachers or the office, which may be sent home on any given day. Please encourage your child to be responsible for bringing home school information when given out. Also, please check your child's backpack nightly for any important information that may have been shared.

We also encourage you to sign up for a free account with Parent Square (parentsquare.com), which is a home-school information sharing app, we are now using. Regular notices will be sent out through this phone app, which is a great way to stay up to date with communication from both the office, Admin, and teachers. In case there are any emergencies on campus, families will be notified as soon as possible through the Parent Square app.

We also use DeansList to send automatic notifications to your phone. California Ed Code requires us to have a way of contacting you at all times. It is against our school policy to block the school's number or methods of communication at any time.

Contacting teachers at home

Teachers' workday is between 8 am - 4 pm, Monday - Friday. Please do not phone teachers at home unless the teacher gives you permission to do so. For emergencies outside of these hours, please leave a message on the school voicemail. If you call the office, we will relay messages. Teachers should not be interrupted during instruction time. The Cox Academy office number is (510) 904-6300.

Written notes and emails are another way to communicate with your child's teacher throughout the year. Ask your child's teacher about this option for communication.

Student Use Cell phones & School phones

Personal cellular phones, pagers, tablets, apple or google watch, walkie-talkies, and/or any cellular communication devices **must not be used during school hours**, unless with staff permission.
If a student is found using electronics (listed above) during school hours, the electronic should be confiscated by a teacher or school staff member.

The school telephones are not for student use. Calling home for permission to visit with friends or to ask for forgotten lunch, money, homework or books, or to ask someone to pick them up because they do not want to walk home is not permitted. In an emergency situation, or when there is an acceptable reason, students may use the phone with a written pass from the teacher.

Students WILL NOT be called out of class to speak to someone on the phone. Classes are not interrupted unless it is an extreme emergency. Messages will be taken and given to students at the appropriate time.

Standards Based Report Cards

Cox Academy uses a Standards Based report card that is aligned with Common Core State Standards. For each academic section (Reading Language Arts, Math, Cross Curricular Integration), students are scored on a 1-4 scale. Adequate Understanding is considered at grade level. To receive an Adequate understanding (3), the expectation would be that the student would have mastered all the standards indicated in the guidelines for that marking

term. Each component or standard in Language Arts and Math, should receive one of the following marks for their Grade Level Performance:

Academic grades are:
1 (far below grade level expectations; minimal understanding)
2 (below grade expectations; partial understanding)
3 (meets grade level expectations; independent understanding)
4 (excels at grade level expectations; depth of understanding)

Students will receive a report card 3 times a year (see school calendars for the end of the trimester dates). At the end of the first and second trimester, teachers will arrange a conference to discuss the report card.

General Information

Valuable Property

Valuable property such as expensive jewelry and electronic games/equipment should not be brought to school by students. The school will **NOT** accept responsibility for the loss of personal property. Students who ride bicycles or scooters should bring them to the front office to have them locked up to prevent theft. No skateboards or footwear with wheels are allowed on campus.

Cafeteria and Snacks

Breakfast and lunch are provided in our cafeteria. Please make sure to complete the Free & Reduced lunch application that is included in your enrollment packet.

Students may bring snacks daily but we highly recommend that the snacks be nutritional and healthy (Fruit, Granola Bars, etc). Snacks such as hot chips, fast food (i.e. McDonalds), candy bars, sodas and sweets do not provide good nutritional value and can be detrimental to your students' learning experience, therefore these items are **NOT** allowed at Cox Academy. Snack time will be determined at teacher discretion based on class and academic schedules. In an effort to maintain cleanliness, snacks will not be eaten on the playground.

If students have forgotten their lunchbox at home, it must be dropped off at the front office no later than 10 AM. The first lunch begins at 10:20 AM, and this time restriction is in place to ensure your child receives their lunch, and it is not lost in the transition of the lunch/recess. The front office will reject lunches that arrive at 10 AM for any reason.

NOTE: Parents and Family members are not allowed in the cafeteria during lunch time. This is an Education for Change policy. If your student requires additional support please speak with a Cafe staff member. Additionally, Parents cannot pull students from the Cafe and have lunch with them at picnic tables or in the hallways.

Pets

No animal shall be brought into the school without prior permission of the Principal. Use of animals, including classroom pets, may be allowed by the Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to any conditions established by the Principal to protect the health and well-being of students. Any domestic animals (dogs, cats, birds, etc) may not enter the school unless they are a certified service animal and have proof of an up-to-date rabies vaccine.

Class Assignments

Students are assigned to classes with input from the classroom teachers from the previous year. They are grouped to provide balanced classes for everyone's benefit. After the classes are formed, the Principal assigns teachers to each list of classes. This is the most educationally sound way to group students; therefore, Parent requests for teachers will not be accepted.

Transitional Kindergarten (TK), Kindergarten, and 1st grade Family Requirements:

Please pack an extra set of clothes (underwear, pants, socks) in a large plastic bag that your student can keep with them in case they have an accident. Even if your student is potty trained, often at this age, they have accidents. This ensures that the student does not miss a lot of class and that you do not need to come to the school to bring clean clothes.

Curriculum, Programs & Services

Core Curriculum

At Cox Academy, teachers utilize Common Core State Standards aligned, adopted curriculum as a foundation for delivery of rigorous standards based instruction. Teachers use adopted curriculum as a guide for lesson planning and instruction, which gives them the necessary support to accelerate student learning in class.

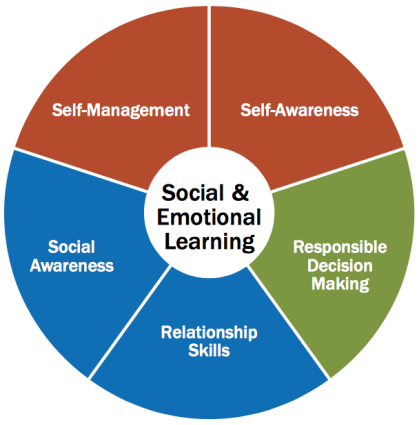
The adopted curriculum for English Language Arts for Kindergarten - 2nd grade is FishTank. The adopted curriculum for English Language Arts in 3rd-5th grade is called the *EL Modules*. All of these curriculums offer students a wide range of reading and writing learning tasks. These curriculums are also supported by our classroom libraries and our school wide guided reading library. The adopted curriculum for math Kindergarten - 5th grade (including TK) is *Eureka Math*. This math program includes strong content development and math fluency practice.

Blended Learning (Computer Based Literacy Programs)

Cox Academy uses a variety of computer based, online programs to support personalized student learning. Students at Cox Academy utilize blended learning programs including, Zearn, Reflex Math, Typing Club, NoRedInk, Epic, and others. These programs offer a variety of reading texts and math practice at various student levels. Other blended learning computer programs use an online assessment platform called Edulastic, which gives students opportunities to take standards based quizzes, in the online format the SBAC (the statewide summative assessment for 3rd-5th graders).

Social Emotional Learning

Cox Academy believes in the importance of Social Emotional Learning (SEL) and developing students' five SEL core competencies that the state of California has deemed essential to supporting students' social/emotional health and safety at school (shared below). These competencies are also foundational skills that support student learning and achievement in and out of the classroom.



All staff members support student SEL through the use of *The Toolbox Project*, a research-based, community-tested, social-emotional learning framework/curriculum that fosters the development of resilience, self-mastery, and empathy for students in all grades.

Experience the collective and personal impact of using the 12 Tools on the lives of children by watching the brief introductory film. http://dovetaillearning.org/

Specials Classes

Cox Academy believes that a well rounded education is a key to supporting students' love of learning and developing into students who become changemakers for our community. To support holistic student development and learning, Cox Academy offers four, 50 minute specials classes each week The four specials classes offered at Cox are: Visual Arts, Physical Education, and Music.

Multi-Tiered System of Supports (MTSS) Model

Cox Academy, along with our Seneca Partners, provide tiered support to students who have specific high needs through our MTSS model. All students receive "Tier 1" supports in general education classrooms and common spaces like the playground and cafeteria. These supports are delivered by Cox Academy staff who are trained to Positive Behavior Intervention Supports (PBIS) and differentiated academic supports, like guided reading.

Specific students who have been identified by our Coordination of Services Team (COST), get access to "Tier 2" academic and behavior management interventions/techniques, depending on their needs. These students are supported by specific interventionists to give them extra instruction and behavioral support, to help them be successful in school. Students who participate in "Tier 2" intervention programs are recommended by their teachers and may take part in specially tailored academic instruction either in the classroom (push-in) or in the Learning Lab or Literacy center (pull-out).

The Learning Lab team includes the MTSS Coordinator, Academic Intervention Specialists (Special Education Teachers), Speech and Language Pathologists, School Psychologists, Therapists, a tier 2 Literacy interventionist, and an extended network of related service providers. This team works to catch students before they fail and keep students on track for long-term success.

Most importantly, we believe it is vital for Parents and other family members to be partners in designing and implementing educational plans for their students. Cox Academy MTSS team members are always available to teachers and families to talk about students' needs or provide guidance on strategies to support their learning. Please don't hesitate to contact an Administrator to set up a meeting, if you have questions about your student or the MTSS model!

Departmentalized Model

Students in 3rd - 5th grade at Cox Academy participate in our Departmentalized Model, which means that they have three teachers, an English Language Arts (ELA) teacher, a Math teacher, and a science teacher. One of their teachers will be their “home room” teacher, who they will start the day with.

The purpose of this model is to support teachers to focus their planning and preparation time in one content area (ELA, Math, science), so they can grow into experts in that content. We believe that this focus positively impacts student learning!

After School Program

Cox Academy partners with the After School provider *Ujimaa*, to provide quality after school childcare that is safe, nurturing, and educational. The program is free of charge and students enroll in the program on a first come, first served basis – until allotted spaces are filled. *Ujimaa*, also has a waitlist for families that are interested, who don’t get a spot in the program.

During the academic year, after school programs are held after school Monday through Friday until 6:00 p.m. Course offerings are created by need as well as student interest. Offerings may vary from trimester to trimester; however all program schedules include an academic hour (i.e. homework help and silent reading) and an enrichment component.

The Ujimma After school program is available to TK - 5th grade students.

Parent/Community Involvement

Home-School Compact

At Cox Academy, we believe that we must partner with families to ensure success for our students. In an effort to strengthen our partnership with families and be clear about what we can expect from one another, all family members and students will receive a *Cox Academy Home-School Compact* at the beginning of the school year.

Parents/Guardians, Students, and Staff (Teachers) are expected to sign and return the “pledge” in Home-School Compact, which details specific actions that all stakeholders will take to ensure a successful year for each student. The actions listed in each “pledge” have been proven as important ways that students can be supported at home and at school.

Wednesday Morning Meeting

Students, families, and staff will participate in Wednesday Morning Meeting in the courtyard in front of Building D to start the school day. The meeting is held from 8:30 am to 8:45 am. This is a time when Admin and student leaders celebrate our community, share student accomplishments, and make announcements for families and students. Parents and family members are strongly encouraged to attend.

Students line up with their classes at 8:30, after being dismissed from the cafeteria. Parents and community members are asked to stand at the back of each line. When participating in this weekly event, we ask that you respect the meeting by not talking.

Volunteers

Volunteer help and support makes all the difference in broadening the spectrum of activities each year. Parents, grandparents, and friends are involved in many ways at Cox Academy. They help in various capacities throughout the school. They also chaperone field trips and help students with special activities. Please contact our family coordinator, your child's classroom teacher, or the office if you would like to support the school program by volunteering, and we will assist you in completing the necessary paperwork. Please be aware that there are requirements for fingerprinting and TB clearance for school volunteers. There will be a parent volunteer request form sent home at the beginning of the school year. Please support your student and Cox Academy with any time that you have available.

Volunteer Opportunities

Los Dichos: Los Dichos provides an intentional opportunity to honor the cultures, languages, and traditions of the families within Cox Academy; and, in addition it affirms the family's role as the "first and forever" teacher. Through this school based program, family members and teachers co-read bilingual children's books and co-lead hands-on activities in their child's classroom. The lessons used during the Los Dichos program are created in advance by the Los Dichos staff and come with a guide that makes it easy to execute. (All content is translated into Spanish and English, while some of the content is also translated into Vietnamese). Prior to entering the classroom, families engage in training sessions to cultivate key skills around "read alouds", to build relationships with other families, and to increase confidence in their role as co-teacher. Annually, we will have six Los Dichos sessions, lasting two hours each session. Participation in Los Dichos culminates in a powerful reading experience, where kids get to see their families as the "teacher", hear their language affirmed, and see their culture valued. Finally, all family members are welcome to join in this amazing experience that celebrates the diversity of our cherished communities through literacy and engages students, staff, and families in a meaningful way.

Cultural/Family Celebration Nights/Activities: Cultural celebrations are a critical element to our schools. Our students must see their cultures represented, honored, welcomed, and should be provided the opportunity to appreciate and be exposed to other diverse cultures as well. Cultural celebrations such as: Dia de Los Muertos, Lunar New Year, Black History Month, Cultural holidays, Celebrations that showcase and include student talents, cultural rituals and traditions (i.e. dress, food, dance, stories, etc.), and school enrichments, are critical to include and showcase in family events and more.

Academic Achievement Celebrations: It is also important for our Cobras to be publicly celebrated for their achievement (academic growth and absolutes, attendance, alignment with core values, etc.) in a manner that builds pride, but also welcomes their families to further elevate their pride and investment in their child's talents and accomplishments. Rigorous instruction and academic achievement are an important element of culturally relevant pedagogy and schools as well and thus, we must celebrate our Cobra's hard work and achievements, while also including families in these celebrations as well. In these celebrations, it is important that 100% of students are recognized for something (every child has something to celebrate and has thrived/achieved somewhere) and that families are included and invited. It is encouraged to have this occur twice per year (mid-year around January and end of year around June).

Parent Councils

Family Leadership Council (FLC): The Family Leadership Council at Cox Academy is an open council meeting for all families to attend and get information about school policies, events, and initiatives taking place for that month. FLC meetings are also a very important way for parents/guardians to provide input about how we can continuously improve our school. FLC meetings are open and all families are welcome and encouraged to participate.

Parent Classroom Representatives

Each classroom at Cox Academy must have two Parent representatives that work directly with our Family Coordinator and the classroom teacher, to support classroom initiatives and other Parents and families. This leadership position is a crucial aspect of building other Parent leaders at our school.

If this is something that you would be interested in taking on, please reach out to your child's teacher or our Family Coordinator.

McKinney-Vento Site Contact

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youth experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education,

including public preschools, as provided to other children and youths. The McKinney-Vento Act defines LEAs as public school districts, direct-funded and locally funded charter schools, and county offices of education. The McKinney-Vento Act also authorizes the funding for the federal Education for Homeless Children and Youth Program.

Cox Academy, as our own LEA, is dedicated to ensuring the educational rights and protections of children experiencing homelessness, as detailed in the McKinney-Vento Act. The McKinney-Vento site contact is Cox Academy's Site Opereations Manager, Sophia Ramirez. Ms. Ramirez can be reached at: sramirez@efcps.net or (510) 904-6300

Culture & Discipline Framework

The goal of the Education for Change and Cox Academy is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. The *No Nonsense Nurture* Culture and Discipline Framework listed below as the "6 Rs Discipline Hierarchy" gives general guides for behavior, but is not as a mechanism for rigid control. To ensure success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. (Reference Ed Code Sections 48900 and 48915 and Health and Safety Code 11007)

EFC and Cox Academy fundamentally believe that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive Multi Tiered System of Supports Model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted.

Therefore, Cox Academy focuses on the foundation of our School's Culture Plan on creating a positive school culture, providing social emotional learning, and implementing the behavioral interventions necessary to minimize the need for in-school suspension, out-of-school suspension, or expulsion.
<u>As part of this philosophy, we believe</u>:

- All students can learn and thrive in our community, which is based on unconditional care and support for everyone.
- All students deserve respect, for themselves, their families, and their cultures.
- All adults at Cox share responsibility for all students and families in our community.
- All adults must hold and maintain high expectations for learning and behavior for all students.

- High behavior expectations for learning are underpinned by unconditional care and support for all students.
- Expected behavior must be taught and practiced.
- Because students have different needs, they will need different types of support.

Classroom Positive Incentives

To support this philosophy, it is also expected that all classroom teachers implement a classroom positive incentive/reward system in their class. The teacher has autonomy to create their own incentive system, however it is recommended for incentive systems to be aligned with other teachers within grade level teams.

Schoolwide Accountability Hierarchy - "The 6 Rs"

At Cox Academy, it is also expected that all classroom teachers implement our schoolwide accountability hierarchy, which focuses on giving students multiple opportunities to think about/reflect on their choices and self-correct/self-regulate to support them in getting back on track to meeting class/teacher expectations. The steps are designed to be a hierarchy referred to as "The 6 R's" (listed below). "The 6 R's" need to be clearly posted in classrooms and appropriate common spaces. This accountability hierarchy must also be regularly articulated to students and families.

- Step 1: Verbal **Reminder**
- Step 2: **Reset** (check strategies that apply on referral form under staff intervention)
- Step 3: In-Class **Reflection**/Break Space
- Step 4: SSA **Reflection**
- Step 5: Office **Referral**
- Step 6: Referring to Staff **Restoration**

Accountability Hierarchy Process (the 6 Rs Explained):

Step 1: Verbal Reminder

When a student does not follow directions or meet expectations/rules, the student is given a clear, direct reminder of the expectation and asked to make a different/better choice.

Step 2: Reset

If the behavior continues after the student is given a reasonable amount of time to internalize the redirect, the teacher does a "**reset**" with the student, giving them a clear directive to reset their behavior through various strategies that are applicable to the situation/expectation not being met. Some reset strategies include the use of proximity to support directives, restate/prompt desired behavior, review classroom expectations, conduct a quick, "private" problem-solving conference, and give students a choice about the next steps.

Step 3: In-class Reflection

If the behavior persists after a **reminder** and **reset**, the teacher prompts the student to "take a break" for up to 5 minutes and reflect on their choices at their desk. The self-reflection time needs to have a common sheet for students to complete (**tk-2 Reflection sheet** + **3-5 Reflection Sheet**) and a Toolbox reference sheet, so students can think about which tools can support them to get back on track. The teacher also needs to have a quick "stay in the game" conversation with the student, encouraging them that they can turn their behavior around.

Step 4: SSA Reflection

If the behavior still persists, students will have to speak with The Dean or an SSA staff from the phone in the classroom. The purpose of this step is to give students an extensive opportunity to cool down/take a break, reflect, self-regulate, and self-correct their behavior. The expectations for the conversation are as follows:

- Call The Dean's extension (6327) or Front office
- This step is preemptive (not punitive) and is designed to give students a final opportunity to correct their behavior before step 5.
- This step is also coupled with a "**Give Back**" consequence *(see Give Back detail p.6).*
- The student having a phone conversation should not be highly escalated at that moment.
- Only one student should have an SSA reflection at a time.
- The student should have a conversation for a cool down and reflection time of up to 5 minutes (this may vary depending on the student and the behaviors exhibited).
- The teacher directs the student to sit quietly and reflect (complete a written reflection form or draw) at their desk after the phone conversation.
- After reflection is complete, have a quick "stay in the game" conversation with the student.
- The classroom teacher communicates with the student's family about their behaviors.

"Give Back" Consequence explained

The type of "Give Back" is up to the teacher's discretion, depending on the type of behavior the student displayed. A "Give Back" includes, but is not limited to:

- Taking 5 - 10 minutes of a student's recess (e.g., to complete missed work or have a restorative conversation)
- Having students conduct classroom or playground pick up/clean up
- Having students conduct a classroom helper task during recess/student choice time (i.e., sharpening pencils)
- Conferencing with the students/reading their written reflection during recess
- Discussing the situation with a student's family member during a recess

Step 5: Office Referral

If a student continues with the behavior after going through Steps 1 - 4, then the student reaches Step 5 and receives an Office Referral. It is important for the referring staff member

to fill out the Referral on DeansList completely. SSA, Dean, or Admin will come and support the student.

When filling out the Office Referral, check the highest level of behavior on the Referral on DeansList demonstrated by the student while going through the 6 Rs.

More minor behaviors (some listed here) are not included on the form. However, can generally be coded as minor classroom disruption if it gets to that point. It is encouraged for all staff members to think critically about when a student might join the accountability hierarchy (consequence ladder) if they are displaying these types of minor behaviors.

- Talking out of turn/calling out
- Out of seat without permission
- Passive or active refusal (not following directions/Ignoring instructions)
- Swearing accidentally or not directed at an individual
- Horseplay
- Minor disrespectful body language (i.e., eye-rolling)
- Mishandling of materials in an unsafe or inappropriate way (not meant to harm others)

The behaviors listed with **MA** result in an "automatic" referral. This means that students will either be sent directly to the main office or SSA Room to discuss the behaviors they displayed and will automatically serve reflection time the next day.

- *When referring the student out of the class:*
    - The teacher must submit a referral to Deanslist
    - The first available Admin or SSA will come to escort the student. If it is not a safety issue that requires another adult at the moment, the Admin or SSA will not respond immediately but during the next opening in their schedule.
    - If the student walks away from adult supervision or the assigned activity, please contact the Main Office immediately *(Extension 6300)* or the Student Services Room (*Extension 6327),* and a staff member will come to assist.

- *Families will be informed by the end of the school day about the Office Referral (i.e., the behavior exhibited, the theorized root cause of the behavior, and the consequence/restorative action being taken).*
    - **For any "minor" behaviors on the Behavior Referral list (levels 1 & 2)**, the referring staff member will call the family. ***SSAs will not support these phone calls.*** The referring staff members should reach out to a member of the Admin team if support is needed with the call.
    - **For any "MA" behaviors on the Behavior Referral list(levels 2 & 3)**, an Admin or the Dean of Students will inform families of the behavior/incident.

Step 6: Referring to Staff Restoration

When a student comes back to class from an Office Referral, the referring teacher/staff welcomes them back into class and then has a restorative conversation/check-in with the

student. As in Steps 3 and 4, this is also a time to have a restorative “stay in the game” conversation with the student.

Being that the teacher might be in the middle of whole group instruction when the student returns to class, there are 3 options to choose from to hold the restoration conversation:

- **Option 1**: If an SSA is able to stay in the class for a few minutes when the student returns, the SSA can “take over” supervision duties, so the teacher and student can privately have a restorative conversation.
- **Option 2**: If the SSA can’t stay, then the teacher and student do a quick restorative convo without “take over” support.
- **Option 3**: If the teacher is in the middle of teaching the class, then the teacher lets the returning student know that at their next break or during independent work time, they will check in and have a restorative conversation.

If the behavior affected the class community, it is also important to hold a restorative circle to discuss the impact during Crew.

Reflection Room Policy

Students who demonstrate a Level 1 - 3 behavior and receive an Office Referral, will spend their lunch time and lunch recess in the “Reflection Room” (off of the main cafeteria) the following day. The purpose of this time is for students to reflect on their choices with Admin or the Dean of Students.

Students who do not meet behavioral expectations of being safe, respectful, and responsible in the Reflection Room (ie. not sitting quietly during lunch, not listening to others during the reflection circle, calling out/interrupting, not staying seated) will repeat their reflection time the following day. Students will be given two warnings during reflection, and then will be asked to leave the Reflection Room, to finish their reflection in the main office.

Reflection Room Process

After students eat lunch, students will join a “Reflection Circle” that will be led by the supervising adult. The circle will be held at the discretion of the supervising adult. The rules of the circle are:

- Students must sit in the circle respectfully
- Students are allowed to speak when recognized by the supervising adult
- Students answer restorative questions, or talk in general about how their actions affected themselves/their community.

Alternative Placement, In School Suspension,

& Out of School Suspension Policies and Procedures

EFC Suspension & Expulsion Policy

Education for Change Public Schools has adopted a Suspension and Expulsion policy that was revised and approved by the EFC Board on March 18, 2018. Please review this org wide discipline policy here: EFC Suspension and Expulsion Policy. Cox Academy's policy to determine the type of consequences that may be given for Level 2 or 3 type behaviors/referrals is as follows:

SUSPENSION-EXPULSION MATRIX

Suspension Required	**Discretionary Offenses**	
Must Recommend Expulsion and 5-Day OOS Suspension (Mandatory)	**OOS Suspension Likely - Expulsion Case Dependent**	**Consequence/Restoration Required - OSS Case Dependent**
Acts committed at school or school activity or on the way to or from school or school activity.		
Education Code (*EC*) 48915(c) 1. Firearm a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. b. Selling or otherwise furnishing a firearm. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.	The recommendation for suspension/expulsion shall be based on one or both of the following: 1. **Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.** 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)]. *EC* Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance. 1. Causing serious physical injury to another person, except in	The recommendation for OOS suspension shall be based on one or both of the following: 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)] 3. It is not appropriate to have student be seen or visible on campus 4. Non-compliant with administrative staff Typical Behaviors: 1. Inflicted physical injury† 2. Possessed dangerous objects 3. Possessed drugs or alcohol 4. Sold look alike substance representing drugs or alcohol 5. Committed robbery/extortion 6. Caused damage to property‡ 7. Committed theft 8. Possessed or sold drug paraphernalia

4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of *EC* 48900 or committing sexual battery as defined in subdivision (n) of 48900. 5. Possession of an explosive.	self-defense. *EC* Section 48915 (a)(1). 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.*EC* Section 48915 (a)(2). 3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. 4. Robbery or extortion. *EC* Section 48915 (a)(4). 5. Assault or battery, or threat of, on a school employee.	9. Repeatedly disrupted or defied school administration 10. Received stolen property 11. Possessed imitation firearm 12. Committed sexual harassment (persistent and/or threatening sexual harassment should result in a suspension) 13. Harassed, threatened or intimidated a student witness 14. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. † Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in *Penal Code* 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled. ǂ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases. Any and all situations where there is a victim involved, restorative consequences should only be considered if the victim is willing to engage in such processes.

Alternative Placement

- An Alternative Instructional Setting, or Alternative Placement, is when a student is placed in alternate classroom, removing them from their assigned classroom, for a period of time not to exceed one full day, while still allowing the student access to a qualified teacher and work related to their grade level curriculum. Students may attend recess with grade-level peers and school events during the school day.
- An alternative placement is a consequence given at Admin discretion, if a student receives a level 2 or 3 Office Referral, and has taken responsibility for the behavior, yet needs reflection time, away from their classroom. Students will also automatically receive an Alternative Placement if they have been sent out of the class more than once.

- For the period of the alternative placement, the student will be provided with independent work related to the classroom curriculum and offered support by school staff as available. Students will follow the classroom and recess schedule of the class they are placed in.
- If students do not meet the Behavioral expectations listed below, in their Alternative Placement, they will be referred to the Student Services Office, for further consequences.

In-School Suspension (ISS)

- An In-School Suspension is when a student is placed in an alternate setting that removes the student from their classroom, for up to a full day, while still allowing the student to attend school and complete school work.
- An In-School Suspension is a consequence given at Admin discretion, if a student receives a level 2 or 3 Office Referral, and has difficulty taking responsibility for their behavior. A student's ISS can be held in different locations based on the need and the nature of the incident, including the Main Office, the Student Services Office, & the Restorative Room.
- During an ISS, the student may not interact with other students, including attending recess with grade-level peers, and attending school events during the instructional day.
- The student will be provided with an alternative instructional and recess schedule (consisting of 10 min. breaks and a 20 min. lunch), along with access to Special Ed. and related services.
- For the period of the In-School suspension, the student will be provided with independent work related to the classroom curriculum and offered support by staff to aid its completion.
- Students in ISS are responsible to follow the Behavioral Expectations below, and will be given 3 warnings (3 checks) if they are not following these guidelines. If a student receives 4 checks, a phone call home will be made, and they may be released to parent for the rest of the day (Out-of-School Suspension).

Out-of-School Suspension (OSS)

- An Out-of-School Suspension is when a student is restricted from being at school for at least one full day. At Cox Academy, OSS is only considered when the student's behaviors are reasonably suspected to have been done with the intent to inflict serious physical or emotional harm, or when a student's behaviors pose a serious safety risk to self or others.
- An Out-of-School Suspension is a consequence given at Admin discretion, if a student receives a level 3 Office Referral, has difficulty taking responsibility for their behavior, and demonstrates that they are a continued threat to the safety of others.

- For the period of the Out-of-School suspension, the student will be provided with independent work related to the classroom curriculum (if possible). Upon return to school, the students' work will be checked for completion.
- When the student returns to school, after the OSS, the student's family will be required to meet with Admin, to discuss the OSS, and ways the student will avoid similar behavior(s) in the future.

Cox Academy's Dress Code Policy

One of Cox Academy's Habits of Performance and Character is ***Pride***. Students show pride in many ways at school but one of those ways is in how they present themselves in their clothing and apparel choices. Beginning in the 2021-2022 school year, students will not be required to wear uniforms, however, pride in appearance and adhering to dress code rules will be required. Students need to be able to fully participate in all school activities and recess each day and shoes and clothing should be chosen that allows for no restrictions or limitations. Students can always wear their Cox shirts if they would like but it will not be required.

On Fridays, we encourage all students, staff, and family members to wear Cox Academy shirts or colors to show pride and community in our school.

Students and Parents need to be aware of the importance of good grooming and its effect upon the learning environment. The following dress and grooming guide and restrictions are to be followed by all students. If you need financial assistance or support providing clothing that adheres to our dress code, please contact Courtney Rosen at crosen@efcps.net or 510-904-6300. Families will be contacted when a student's dress does not align to the following guidelines.

- No thongs/flip flops or slick-soled dress shoes are allowed. Shoes must allow you to move safely around the campus and participate in recess, PE, and other activities.
- No halter-tops, midriff shirts or blouses, see through tops, and sleeveless undershirts are allowed. Shirts need to be able to cover torso and straps stay in place
- No intentionally baggy pants falling below the waist. Pants, shorts, and/or skirts should be able to stay on your waist
- No shorts or skirts shorter than the length of the finger extended straight down one's side (the fingertip rule)
- No shirts with obscene pictures, wording or advertisements of drugs, alcohol, or cigarettes
- No gang related clothing or headgear is allowed under any circumstances.

Administration reserves the right to adjust the dress code at any time as needed.

Procedure to Resolve Parent/Teacher Disagreements

Complaints about school personnel will be investigated fully and fairly. Anonymous complaints will be addressed to the best of our ability. The goal of this section is:

- To establish a simple framework for addressing concerns
- To provide for prompt resolution of concerns
- To expect that all parties will participate in a cooperative manner to resolve concerns
- To expect that most concerns will be handled without resorting to this procedure beyond Step 1.
- To assure that the system has a procedure to receive citizens' concerns in an orderly fashion to achieve the best possible educational program for students.

Step No.1 - Direct Conversation

If a Parent or community member has a disagreement or misunderstanding with a staff member, the complainant should address the concern to the specific staff member directly involved with the circumstances surrounding the concern. The staff member will meet with them as soon as possible (subject to mutual agreement by key parties).

Step No. 2 - Fact and Possible Resolution

If the complainant or the staff member is not satisfied with the outcome of Step No. 1, or the complainant or the staff member is unwilling to meet independent of an administrator, a meeting with the staff member and appropriate administrator will be arranged as soon as possible at a mutually convenient time. This step is to be informal and verbal.
No further action will be taken beyond Step No. 2, unless the complainant submits in writing a signed and dated statement of facts giving rise to this concern, the name of the staff member and the remedy sought.

Complaint Procedure Policy

Please review the Education for Change (EFC) Public Schools Uniform Complaint Policy & Procedures here. The Education for Change Governing Board recognizes that the Charter Management Organization (CMO) is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs.

The CMO shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based upon age, ancestry and/or national origin, color, physical or mental disability, race, ethnic group identification, religion, veteran status, sex, gender, marital status, medical condition (cancer related) and/or sexual orientation, in any program or activity that receives or benefits from State and/or Federal financial assistance.

The CMO shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in:

1. Consolidated Categorical Aid Programs

    - School Based Coordinated Programs
    - School Improvement Program
    - Title I Programs – No Child Left Behind Act
    - Program for English Learners
    - Educational Equity
    - Gifted and Talented Education (GATE)
    - State Compensatory Education (SCE)
    - Safe and Drug Free Schools & Tobacco Use and Prevention Education (TUPE)

2. Child Nutrition Programs
3. Special Education Programs (Title 5, Section 4621 and 4610)

Uniform Complaints should be submitted to Education for Change Public Schools, 333 Hegenberger Rd. Suite 600, Oakland, CA 94621. Upon receipt of a written complaint from an individual, public agency or organization, the uniform complaint procedures shall be initiated. The CEO of EFC or designee shall distribute full information about these procedures.

The Education for Change Public Schools Ombudsperson is: Larissa Adam, Superintendent of Schools. To contact the EFC Ombudsperson, please call: 510.568.7936, to make an appointment.

Safety

Emergency Procedures

Cox staff and students will practice emergency disaster drills on a monthly basis. These drills include (Fire drills, Earthquake drills, Lockout drills, and Lockdown drills). This training and practice for students and staff is in support of preparedness for a real emergency, if it were to occur.

If there is an emergency situation, the Cox staff will stay on site until all students have been signed out and released to families. Only family members on our emergency information cards can sign out a child, so it is important to keep this information up to date. Again... ALL STUDENTS must be signed out, even in an extreme emergency situation.

Note that Cox staff will notify Parents about any emergency that may arise through our App based communication system *Parent Square,* as soon as we possibly can. Before any family communication will go out, the Cox Academy Emergency Operations Team is responsible to account for all students and staff members on campus. It is also important to note that during an actual Lockdown or Lockout, no student can be picked up, as no one is allowed in or out of the school campus, until the emergency is cleared.

Campus Security

Cox Academy is a closed campus. That means all perimeter gates will remain closed during the school day, including our main entrance, located at 9860 Sunnyside St. The only times the main entrance doors are open, is from 8:10 am - 8:45 am , at the start of school, and from 2:45 pm - 3:15 pm, during dismissal time. In support of the school and student safety, we ask that you support this “closed campus” policy, by not opening the doors for anyone during the hours of 8:45 am- 2:45 pm, if you are inside of the school. During this time, all registered visitors must request entrance through our office intercom system.

All families that attend Cox are placed on a registered visitors list, along with community service providers such as the Oakland Police Department. Any persons not on our registered visitor list, may not enter campus unless given permission from an Administrator. To set up an appointment to access Cox Academy (if you are a non-registered visitor), please call the main office at (510) 904-6300.

Vending

Vending is considered selling food or products for one’s own personal benefit. Cox Academy does not partner with, promote, or in any way sanction, independent vendors.

Vending is not allowed to take place anywhere in front of our school, on Sunnyside Street, from the corner of 99th Avenue to Warren Street. Vending can only take place 500 feet away from the school, and must be across Sunnyside Street (the sidewalk on the west side of the street).

Internet User Policy for Students

Education for Change provides students and staff (users) with access to the Internet as a learning tool. This electronic communications network gives users an opportunity to explore a diverse and unique pool of information.Utilizing this network in a school setting allows users of all ages to research information related to their classes, participate in innovative educational projects, and develop personal skills needed to communicate with others in the global community.

The students and staff utilize the Internet as an instructional tool. The following list highlights examples of the Internet usage in our schools:

- Searching for information to support research projects for classes
- Collecting and analyzing information
- Participating in enrichment activities
- Researching current events and developments

The staff guides and supports students in developing skills and behaviors needed to properly use the Internet. In addition to staff supervision, the school network is equipped with software directed at preventing students from accessing illegal, defamatory, or potentially offensive resources. However, the content of the Internet changes on a daily basis and, even with these safeguards, by chance or determination, a user may be exposed to inaccurate or inappropriate information.

Students, parents/guardians, staff and administrators must form a partnership to promote responsible educational use of the Internet. Federal and State laws as well as Education of Change policies outline the responsibility and govern the appropriate use of the Internet and the school network. Education for Change staff will teach and clarify appropriate use standards to students.

If a student violates acceptable use of the Internet by engaging in any of the following actions, he or she will face the consequences as outlined in the Code of Conduct.

- Sending or receiving offensive language or graphics
- Violating copyright laws
- Utilizing another user's password
- Attempting to harm or destroy the equipment or data of any user
- Posting defamatory or slanderous statements or images
- Engaging in unauthorized access of data or transfer of files
- Using Internet access for non-educational purposes.

Internet access is an important privilege to aid in the educational process and to help prepare our students for their role in the 21st century. It is our intention to provide this access for our students. Inappropriate internet use may result in the loss of this privilege.

Cox Academy is not responsible for students' internet or social media usage that occurs when they are not at school. We encourage all families to monitor their student's internet use and social media accounts. Students can face disciplinary action at school for things outside of school if it impacts the learning environment.

Remote Learning: Video Conferencing Expectations

EFC's video conferencing class sessions are a very important component of our Distance Learning program. All participants in the Zoom/Google Meet class sessions are expected to adhere to the following rules and best practices in order to ensure the best possible learning environment for all students.

Preparation

- Always enter a Zoom/Google Meet session using your own first name.
- Only enter the Zoom/Google Meet sessions to which you are assigned; never enter a Zoom session for another class or group.
- Do not share your class meeting IDs with others outside of the class.
- The background for a Zoom/Google Meet session must be appropriate to the other participants and offer enough light for the student's face to be visible.

Participation

- Arrive on time for the class session.
- Zoom/Google Meet is a virtual classroom; therefore, all classroom and school rules apply.
- Student's video camera shall be on unless the teacher/tutor directs student(s) to turn off video, and/or the parent/guardian has requested an exception.
- As expected of any class interaction, participants are to treat each other with courtesy and respect.
- Offensive or inappropriate language is not to be used in any form of communication. This extends to emails, discussion postings, group projects, and submitted assignments which may be part of or an extension of the Zoom/Google Meet interaction.
- Taking screenshots or screen recordings of virtual classrooms without the explicit permission from the teacher and class members is unacceptable.

Disciplinary Action for Unacceptable Behavior

- Disruptions to a Zoom/Google Meet session may lead to the removal of the student from a remote learning session for part or the entire session.

Fundraising

EFC Fundraising Policy

Education for Change ("EFC") appreciates and supports the fundraising efforts of the students and staff at each of its schools. This Fundraising Policy is intended to ensure the

orderly scheduling of fundraising projects/events and the proper accounting and disbursement of the money raised through these fundraising projects/events.

1. Prior Approval
(a) A Fundraising Project Approval Form must be approved by the Principal and the Chief Operating Officer at least two (2) weeks in advance of the proposed fundraising project/event.
(b) All literature to be distributed relating to the proposed fundraising project/event must be submitted with the Fundraising Project Approval Form and approved by the Principal and Chief Operating Officer. This includes, but is not limited to, flyers, brochures, and emails.

2. Conduct of Fundraising Project/Event
(a) A school employee shall be designated as the fundraising representative and shall be responsible for collecting and documenting all funds raised by the project/event and turning in all funds to the Principal.

3. Post-Fundraising Project/Event
(a) All employees must adhere to EFC's cash policy guidelines
(b) All fundraising money shall be remitted to the Chief Operating Officer by 5:00 p.m. on the following business day after the completion of the fundraising project/ event.

4. Disbursement of Fundraising Money
(a) Fundraising money will be disbursed to the Principal of each school after approval by the Chief Operating Officer of a disbursement request.

Donations

Many Parents and community members have expressed a desire to contribute to our school. There are many ways to help our students! We invite you to sign-up at the main office to volunteer to help with a variety of projects. We also appreciate all donations. Monetary donations can be made out to Education for Change to support activities such as field trips or the purchase of supplies for special projects. We are also accepting supplies we use on a daily basis.

The following are items are used throughout the year and donations of these items are particularly appreciated: Hand Sanitizer (Purell), Kleenex (Facial Tissues), Post-It notes, Highlighters, Paper Towels, Disinfecting wipes (Lysol, Clorox), Baby wipes, Dry erase markers, White Copy Paper.

Title IX Notice of Nondiscrimination

EFC prohibits sex discrimination including sex-based harassment in any education program or activity that it operates. Individuals may report concerns or questions regarding sex discrimination or harassment to the Title IX Coordinator. The contact information for the Title IX Coordinator, EFC's Title IX notice of nondiscrimination, and additional information regarding your rights under Title IX are available on the EFC website at: https://www.efcps.org/Title_IX_Coordinator_Rights_Notice

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Appendix N - Child Abuse Reporting and Prevention Procedures

Reporting Policies and Procedures

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Alameda County Social Services Agency. *Information on Child Abuse and the Suspected Child Abuse reporting form can be found in this folder*.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to Alameda County Social Services at 510-259-1800, available 24 hours a day, 7 days a week, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

- The name, business, address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.

- The child's name and address, present location, and, where applicable, school, grade, and class.
- The names, addresses and telephone numbers of the child's parents/guardians.
- The name, address, telephone number and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Cde section 11166.05.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to the Alameda County Social Services Agency. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

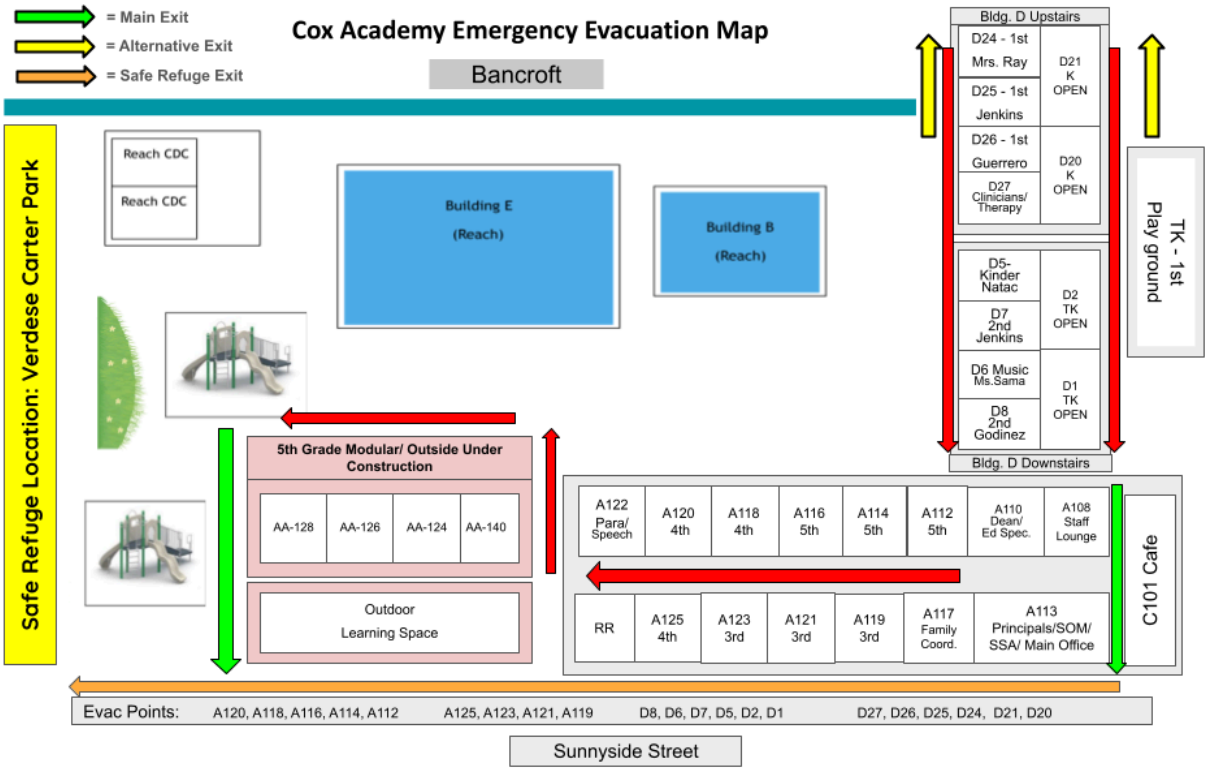
In addition to strict compliance with the reporting policy above, EFC shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

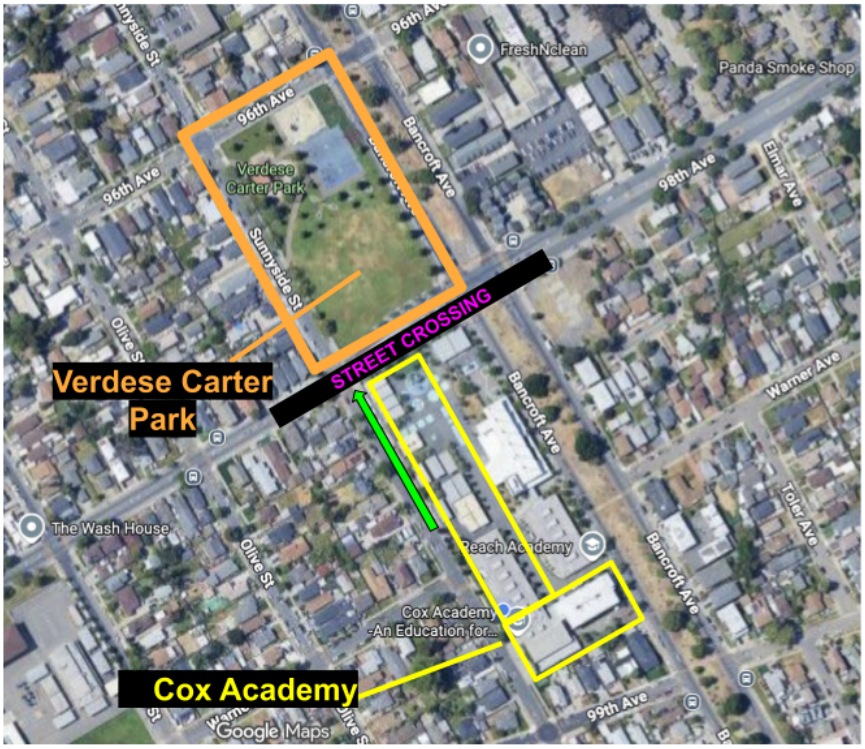
Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible, unless the adult has explicit written permission from the supervisor or parent/guardian.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Professional Communications	All communications with students must be school-related and professional, and should occur through School-provided or School-approved platforms whenever available.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	Staff members shall only provide students with a ride to/from School activities, and must first secure written parent/guardian AND supervisor permission.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present, except in situations where a student's IEP documents alternate procedures, as outlined in EFC's Toileting Support Policy.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable Live Scan fingerprint and background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in EFC's Staff/Student Interaction and Mandated Reporting Policy, Visitor Policy, Volunteer Policy, and the EFC Employee Handbook.

Appendix O: Safe Refuge Off Campus Evacuation shelter





Appendix P: (Emergency Drill Procedures, Checklist, and Contact Info)

LOCKOUT

- **Announcement**
  - Made by either the Cox Principal, Reach Principal, or one of their designees over the site PA system for both sites: “This is a lockout. All staff, please follow lockout procedures, repeat, this is a lockout.”
    - *Note: For drills it will be clearly stated “this is a drill, repeat this is a drill”*
  - If either site calls a lockout the adjoining site must initiate a lockout also.
  - When possible prior to calling a lockout the office of the school calling it will contact the office of the adjoining school to make them aware of the situation.
  - If not possible to make an alert prior, the Principals will communicate about the situation via email or cell phone.
- **After the announcement**
  - Teachers are to bring everyone indoors, close and lock their classroom door, close blinds and take attendance. Class may continue on as normal within the classrooms.
    - If teachers are missing any students **that are supposed to be in their supervision** they are to call down and/or email the main office. Office staff will work with the Principals to support finding any students.
  - Janitors and Principals are to ensure that all perimeter entrances are closed and locked.
  - All staff are to ensure that all kids are inside and supervised
  - Wait quietly for the “all clear”
  - Do not open your door until the all clear has been signaled
- **Situation is clear**
  - All Clear will be signaled by the Principal or a designee over the P.A. system after the two Principals check in via the Principal walkies or calling the main office.
- **Post Lockout:**
  - Principal will send an email detailing the reason for the lockout by the end of the day.
  - Report any students who were not able to follow the procedure during the lockout to the main office.
  - Principals of both schools will meet to review protocols and assess any necessary revisions or training.
  - Principal or Vice Principal will inform the Chief of Schools via email or text.
  - Admin, Parent Coordinator, or SOM will send information about incident to families via Parent Square, or letter, or both.

- **Responsibilities and Assignments:**
  - Admin, SSA Team, and Janitors will assure all exterior entrances are locked.

- Admin, SSA Team, and or SOM will put a sign on the main door alerting anyone outside that we are in a lockout and will not allow anyone inside the building.
- In order to lower anxiety, if it appears that the Lockout will last longer than 15 minutes the Office Manager or Admin will send an email to all staff giving them basic details of the situation and a possible timeline.

LOCKDOWN

- **Announcement**
  - An announcement will be made by either the Cox Principal *or Reach Principal* or one of their designees over the *site paging system for both sites*: "This is a lockdown. All staff, please follow lockdown procedures. Repeat, this is a lockdown."
    - *Note: For drills it will be clearly stated "this is a drill, repeat this is a drill"*
  - If either site calls a lockdown the adjoining site must lock down also.
  - When possible the school calling the lockdown should contact the office of the adjoining school to make them aware of the situation prior.
  - If not possible to make an alert prior, the Principals will communicate about the situation over the shared Principal Walkies.

- **After Announcement, during lock down**
  - Close and lock your classroom door, turn off lights, move students to the floor and move anyone away from windows.
  - Close windows and blinds (if you have them).
  - Take roll, using your emergency list, slip the green card under the door if all students are accounted for and the red card in the window or under the door if not (red card means there is a student who is supposed to be with you but is not, please account for students in the Learning Lab, SS room, etc).
  - All non-classroom staff should remain in one secure locked location (classroom, office, etc) with doors locked and lights out.
  - In order to lower anxiety, if it appears that the Lock down will last longer than 15 minutes the Office Manager or Principal will send an email to all staff giving them basic details of the situation and a possible timeline.
  - Principal and Vice Principal will ensure that all classes are secure and all kids are accounted for. Please ensure that your green or red card is out.
  - Wait quietly for the "all clear"
  - Principal or Vice Principal will inform the Chief of Schools via email or text.

- **Situation Clear**
  - All Clear will be signaled by the Principal or a designee over the P.A. system after the two Principals check in via the Principal walkies.
  - Do not open your door until the all clear has been signaled

- **Post Lockdown:**
  - Remove your Green or Red card. Put back into emergency bag

- If your roster needs updating please contact the office for an accurate one
- Office staff will generate a letter to be sent home with students regarding the lock down.
- Principal will send an email detailing the reason for the lockdown by the end of the day.
- Report any students who were not able to follow the procedure during the lockdown to the Main Office
- Principals of both schools will meet to review protocols and assess any necessary revisions or training,
- Principal or Vice Principal will inform the Chief of Schools via email or text.
- Admin, Parent Coordinator, or SOM will send information about incident to families via Parent Square, or letter, or both.

- **Responsibilities and Assignments:**
  - Admin, SSA Team, and Janitors will assure all exterior entrances are locked.
  - Admin, SSA Team, and or SOM will put a sign on the main door alerting anyone outside that we are in a lockout and will not allow anyone inside the building.
  - In order to lower anxiety, if it appears that the Lockout will last longer than 15 minutes the Office Manager or Admin will send an email to all staff giving them basic details of the situation and a possible timeline.

FIRE PROCEDURE

- School Fire alarm bell will sound.
  - For drills, Admin will announce the start of the drill over the sound system.
- Grab your red emergency kit from within your classroom
- Line up your students and proceed to your evacuation location per the Campus Emergency Evacuation Map posted in your classroom.
- Ensure that your door is closed behind you.
- Proceed to your evacuation location. Teachers in Portables ensure that you have your perimeter key
- Bring a copy of your roster and take roll, once at your location.
- If all children are accounted for be ready to hold up your green card. If a student is missing, meaning that ***they are supposed to be in your supervision at that time*** and you are not aware of where they are, please hold up the red card. Green &Red cards are in your emergency kit.
- Once all clear is signaled please proceed back to your class.

Post Fire:

- Ensure that all supplies are put back into your emergency kit. (Map, Roster, Cards)
- Take roll.
- If your roster needs updating please contact the office
- Office staff will generate a letter to be sent home with students.
- Principal will send an email detailing the situation.

- Report any students who were not able to follow the procedure to the Main Office

Responsibilities and Assignments During Drill:

- Administrators will check in with any class that has the red card to find out who is missing.
- Principal and Custodians will ensure that everyone has evacuated the buildings and portables.

EARTHQUAKE PROCEDURE

While Shaking Occurs (phase 1):

- Give Drop, Cover and Hold On command. Instruct students away from windows, bookshelves and suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Remain until the shaking stops

After Shaking Stops (phase 2):

- Check for any injured students and render first aid. Alert Principal of serious injuries.
- Proceed with evacuation (Phase 3)
- Stay alert for aftershocks and implement “shaking” procedures as necessary.

Evacuation:

- If classroom or building is heavily damaged, initiate immediate evacuation to evacuation area.
- Bring attendance roster and emergency supplies.
- Check attendance at the assembly area. Take roll, using your emergency list. Hold up the green card if all students are accounted for and the red card if not (red card means there is a student who is supposed to be with you but is not, please account for students in the Learning Lab, ISS, etc).
- Stay alert for aftershocks and implement “shaking” procedures as necessary.
- Remain in the evacuation area until further instructions are provided by the Principal or emergency responders.
- Do not re-enter building until given all clear by Principal.

Post Emergency:

- Office staff will generate a letter to be sent home with students.
- Principal will send an email to staff giving an update by the end of the day.
- Report any students who were not able to follow directions to the Main Office
- Principal and Custodial Staff will survey the campus for damage.
- Principal will check in with Office Staff and Cafeteria Staff.
- Dean of Students will check in with classes and students.
- Principals of both schools will meet to review protocols and assess any necessary revisions or training.